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***Public Libraries in the
Life of the Nation***



Taking Books to Rural Readers in Louisiana

PUBLIC LIBRARIES
IN THE
LIFE OF THE NATION

By Beatrice Sawyer Rossell

AMERICAN LIBRARY ASSOCIATION
CHICAGO, ILLINOIS, 1943

WAR FORMAT

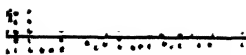
Any departures from usual A.L.A. style and standards of format in this book are the result of the war. Conservation of materials and labor through the use of lighter weight paper and smaller type contributes to the thinness of this book. Shifting personnel attributable to wartime conditions may also have resulted in inconsistencies of style and even in some typographical errors

Foreword

YOUNG PEOPLE of college age are those for whom this introduction to public library service is written. It is intended to give some idea of the variety of opportunities open to them in urban, rural, school, and special libraries, and some vision of the work they may do if they fit themselves to be library executives. The book should be useful not only to those who are considering public library service as a career—including, we hope, high school seniors—but to library school students who have already made their decision, and to all who want a brief but comprehensive view of public libraries and their significance in American life.

College, university, state and national libraries, it will be noted, are not covered in these very brief chapters, although state and national libraries are admittedly public both in service and support. This book, however, is concerned primarily with library service on a local level. If prospective librarians are interested in serving in fields not covered here, we suggest they consult their local public library, their state library agency at the state capital, or the chief librarian of a type of library in which they may be interested, about preparation they should undertake to fill administrative positions. Many nonadministrative positions in these libraries are quite similar to positions beginning librarians may fill in a public library (see Chapter 8).

As this introduction is being written, the nation is at war. By the time college freshmen and sophomores who read this may have fitted themselves to enter the library profession we devoutly hope we may be at peace. Whether war or reconstruction is our problem, however, public libraries are vital to the life of the nation. They are truly agencies of the people, by the people, and for the people. They are the



outgrowth of American ideals, and they are a powerful factor in translating those ideals into action.

In choosing libraries to illustrate city, rural, school, and special services in operation today, we have purposely chosen those giving service of distinction. What we hope our readers will realize, however, is that the largest began in a relatively modest way. The librarians now in charge started in several instances at very low salaries. They and their associates, however, have had vision of what books and libraries could mean in American life. They have worked to carry their ideas into effect. As they have worked, they and their libraries have inevitably developed. Not one library we describe has reached perfection. If you could talk with the administrators of these libraries, they would tell you of the far-reaching improvements they wish they could make. All the libraries, and thousands similar to them throughout the country, are, nevertheless, playing a vital part in the life of the American people. No other agency is serving such a wide range of the population in such a variety of ways. None can be more useful to the country in the days that lie ahead. What we need, however, are men and women of vision, undaunted faith in the American way of life, and trained ability as public library executives.

In working on this manuscript we have had much assistance from many people. Miriam D. Tompkins, assistant professor at the Columbia School of Library Service, gave most generous help by providing her syllabus on the fundamentals of library service as the basis of the original outline. Others giving valued advice or assistance include Etheldred Abbot, Mildred L. Batchelder, Irene Branham, Mildred Bruder, Frances J. Carter, Eleanor S. Cavanaugh, Madge J. Collar, Dorothea Dawson, Linda A. Eastman, Alice M. Farquhar, Jennie M. Flexner, Wendell Garwood, Mabel R. Gillis, Rudolph H. Gjelsness, Harriette L. Greene, Dorothy Gyles, William F. Hayes, C. Irene Hayner, Dorothy E. Hiatt, Anita M. Hostetter, Jessie H. Hume, Matilde Kelly, Marguerite Kirk, R. G. Lamberson and the Quarrie Corporation, Selma Lindem, John Adams Lowe, Flora B. Ludington, Dilla W. MacBean, Marian C. Manley, Julia Wright Merrill, Mildred Middleton, Ernest I. Miller, Sydney B. Mitchell, Thelma Passo, Lois T. Place, Rebecca B. Rankin, Edgar S. Robinson, Nellis R. Sawyer, Frances Clarke Sayers, Gretchen Knief Schenk, Ruth Short, Helen K. Starr, Kathleen B. Stebbins, Hazel B. Timmerman, Adah F. Whitcomb, Eleanor N. Wilson, and James I. Wyer. Frank Graham, president of the University of North Carolina, is responsible for the statement about libraries referred to in the opening paragraph.

Publications consulted have been too numerous to mention. The National Education Association's *Research Bulletin*, the American Library Association, or the Special Libraries Association, however, are sources for most national statistics.

For pictures we are indebted to: American Library Association; Ralph L. Armstrong, Chicago, Atlantic County Library, New Jersey; Bexar County Library, Texas; Boy Scouts of America; Chicago Public Library, College of William and Mary; Evanston (Ill.) Public Library, Robert Gordon, Department of Library and Visual Aids, Board of Education, Newark, New Jersey; Highlights Studio, Chicago; Illinois State Historical Library, Illinois State Library, Indianapolis Public Library; Clynnell Jackson, Chicago; Fred Johnson, Chicago; Kern County Library, California, London (Ont.) Public Library, Louisiana Library Commission, Presbyterian Hospital Library, Chicago; Rochester (N. Y.) Public Library, San Diego (Calif.) Public Library; Vermont Free Public Library Commission

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Books in Human Life

GREAT LIBRARIES have been called the fruits and the roots of great civilizations.

The Egyptian Ptolemy whose first question of every visiting mariner was about manuscripts which he might have on board his vessel probably had this thought in mind. Cassiodorus, the Roman noble who did much to encourage the growth of monastic libraries during the Middle Ages, must have believed it. Andrew Carnegie, the American millionaire who scattered public libraries throughout the United States and the British Empire, unquestionably was convinced of it.

Ideas are intangible things and the print which libraries treasure as their medium is inanimate. But they inspired Thomas Edison to replace the oil lamp with the electric light for millions of people. They helped George Westinghouse to save countless lives by the invention of an airbrake. They were a powerful factor in transforming Abraham Lincoln from an uncultured backwoodsman into one of the greatest presidents of the United States.

Depending on the use made of them, ideas can of course destroy as well as create. Human beings dealing with ideas will determine the use to be made of them. The role of the library—and of the librarian—throughout history, however, has been to conserve and to encourage men to create.

Before the days of Gutenberg, library service was primarily a matter of housing the writings of scholars. Today our best public libraries are essentially "universities of the people." When books were few and laboriously produced, they were of necessity locked up in libraries and even chained to the desks of readers. Now that they are produced by millions, they are freely lent to any responsible person and in peace times may

be taken to remote readers by librarians using automobiles, boats, and even airplanes.

The part that books and libraries of many kinds have played in the life of America can never be fully estimated, but we may have some idea of what they have meant if we look, for a moment, at a few American leaders who have been deeply indebted to libraries.

Luther Burbank, a man who spent his life creating new fruits, vegetables, grains, flowers, and trees, and in improving many familiar species, was an acknowledged debtor of libraries. His formal education never went further than the local academy in the small Massachusetts



Research Student at Work

town in which he was born, but he wrote in his autobiography, *Harvest of the Years*, that "a library to me was a gold mine."

James J. Hill, "the master railroad builder of America," was another indebted to libraries. Frequently Mr. Hill found a public library's reference collection inadequate to his needs and had to resort to great book collections in other cities. To provide advanced students and those engaged in research with the type of library he had needed, he endowed the reference library in St. Paul which today bears his name.

Walt Whitman, regarded by some lovers of literature as the most representative American poet, was also a debtor of libraries. A descendant of many generations of men who had worked with their hands, Whitman left school when he was thirteen and took up his father's trade of carpentry. Neither his heredity nor his environment encouraged him to be a writer, yet with the aid of his omnivorous reading

in and out of libraries he took front rank among interpreters of America in poetry.

How much it has meant to the literature, music, art, and public life of the American people for the Mercantile Library of St. Louis to have started on the road to success just one cultured young Jewish immigrant who came to this country from Hungary is thought-provoking to consider. If you will read the conditions for the annual Pulitzer prize awards laid down in Joseph Pulitzer's will, you may catch a vision of what it is possible for a librarian's work to mean, indirectly, when he helps with the progress of a young immigrant striving to make up in his adopted country for the formal schooling denied him by his poverty. Conditions for the Pulitzer awards give no indication of their donor's acknowledged debt to any library, but the fact that one proved to be the initial step in transforming a penniless young foreigner into the influential and grateful American who could draw that will is one of the inspirations behind library service to other young foreigners today.

Thousands of foreign-born, as well as native-born, citizens have learned to know much of the language, literature, and ideals of American democracy through the books and services of American public libraries. Mary Anton, Edward Bok, and Morris Gest are three, in addition to Joseph Pulitzer, who have paid tribute to the free libraries of this country for what they meant to them as immigrants. "The fact that I am able to dictate this letter in the English language I owe to the Boston Public Library," Morris Gest once wrote to the chairman of the Boston Library Board. Continuing, he asked permission to devote the total proceeds of one performance of his play *The Miracle* to the library as an expression of his gratitude.

College as well as public libraries have, of course, played their part in the development of America. Henry Barnard, the first U.S. Commissioner of Education, obtained a knowledge of books invaluable to him in his later work when he was assistant librarian of Yale University. Henry Thoreau once commented that the one benefit he owed to Harvard was its library. Sir William Osler was not an American but a Canadian by birth, but he belongs in this group of acknowledged debtors of libraries who have made notable contributions to the life of America. For about seventeen years he was professor of the practice and principles of medicine and chief physician at the hospital of Johns Hopkins University in Baltimore. It was his stated belief that the privilege of browsing in a large and varied library was the best introduction to a general education that any young man could desire.

In listing these creative geniuses who have helped, with the aid of

libraries, to build American civilization as we know it, we have deliberately failed to mention three. The debt which Henry Ford, and Orville and Wilbur Wright owed to the American public library is too well known to be pointed out again. If we add the automobile and the airplane to the other gifts to civilization which American genius aided by libraries has produced, however, we have a notable array of achievements. At the moment this is being written, it is true that both the automobile and the airplane are being used for destructive purposes. So are other resources, both material and human. Men of courage and vision do not cease to create and to foster the creative life of



In gratitude to Libraries James Whitcomb Riley gave Land for this Library

their country, however, because some of their efforts may miscarry. They accept that possibility as one of the facts to be faced in a world still struggling to make permanent the civilization they cherish.

That librarians themselves as well as library patrons have made distinguished contributions to American life is to be expected by young people who are thinking of entering the library profession.

Melvil Dewey made a far-reaching contribution when he became a librarian and helped to launch the American Library Association which has been, perhaps, the chief factor in bringing public, school, and college library services to the point they have reached today. Frederick Poole did distinguished work when he headed the Chicago Public Library after the Chicago fire and for fourteen years helped to make it a potent force in rebuilding the city which today is the second largest in the country. James L. Gillis had no background of library experience

when he became state librarian of California, but he provided the people of his state with a system of county libraries which has inspired a similar type of service not only in this country but in Great Britain, Russia, Africa, and other parts of the world.

Women in the library profession have made notable contributions to American life as well as men. Linda A. Eastman developed the Cleveland Public Library to the point that it was internationally recognized for distinguished service before she retired. Eastman Park in Cleveland is named for Miss Eastman as a tribute to her work, and many librarians throughout the country have patterned their services after those of the Cleveland library. Gratia Countryman has been called the "Jane Addams of library service" because of the outstanding work she developed in Minneapolis. She, like Miss Eastman, was cited for distinguished service to her city, and, also like Miss Eastman, she has influenced the work done by public libraries in many other cities than the one in which she was librarian. A woman, Mary W. Plummer of Brooklyn, was the first librarian to include a children's room in plans being drawn for a public library. Today no service of a public library would be considered complete without generous provisions for children who may represent a third of the library's patrons.

Great men and women are an inspiration to the members of any profession but so are the rank and file of library users to the professional librarians who work with them. If you have ever visited a great public library at a busy hour you know the variety of human beings you find there. Young and old, rich and poor, people of all classes and creeds, come to the library for reasons as varied as their backgrounds. Patrons of school, college, research, and special libraries may or may not be as varied in type as those who come to a public library, but most American libraries of any type serve a very wide range of readers.

In the following pages we attempt to give you first, a quick, broad view of public library service and opportunities in the Americas today, and then an intimate glimpse of the work you might share, or direct, in various types of libraries now in operation. In the "Outlook for the Future" we suggest a few of the frontiers in library service where action seems especially needed.



In the Americas Today

IF YOU HAD been choosing a career 100 years ago, you would not have faced the broad range of library opportunities open to you today. Public libraries of a sort had been in existence for more than a century but they were far from the type of library requiring professional ability today. School and county libraries were legally possible but offered no openings for career service. Special libraries, except of the simplest kind for young working men, had not even been considered.

Perhaps if you were a man of scholarly interests and education, you might have become librarian of a college like Harvard, or of the Library of Congress in Washington. You might even have headed a society library like the Boston Athenaeum serving a select group of supporting patrons, or administered a state library in New Jersey or Pennsylvania. A less scholarly position open to you might have been in connection with a library designed to serve young clerks in one of the nation's business houses.

Men and women of vision, in and out of the library profession, have completely changed that situation today. When two Boston trustees, Josiah Quincy and George Ticknor, persuaded their colleagues on the board in 1854 to provide the people of Boston with a popular library in place of the scholarly reference collection called for in the original plans, they helped to establish a new type of library that had immediate, and later widespread, influence both in this country and throughout the world. When Justin Winsor took charge of the library in 1868 he did such distinguished work as librarian that he later became first president of the American Library Association, and was reelected to that position over a period of ten years.

Andrew Carnegie did much for library progress in this country when

he gave approximately 64 million dollars for library buildings in places where people were already taxing themselves, or agreed to tax themselves, to provide free book service for everyone in the community. So did countless individuals like Dr. William Mayo, Sr., whose first efforts when he moved to Rochester, Minnesota, were to establish a public library.

Today as the result of efforts on the part of civic groups, women's clubs, young people's associations, individuals, and above all, able library executives, the American public library is conceded to be one of the great contributions of this country to the world-wide progress of civilization. Approximately 26 million readers are registered patrons of the library, and additional millions use reference and other services without the formality of registering. Each year, readers borrow for home use roughly half a billion books from more than 6000 city and county public libraries.

In addition to the use they make of public libraries, boys and girls in more than 60,000 public schools in America have some form of library service within their schools, either through a centralized library or through book collections in their individual classrooms. Much of the progress in school library service has come within the last twenty years.

The trend today in institutions of higher learning is to center the work of instruction and investigation in the library. In 1938, the latest date for which figures are available, more than 1600 colleges, univer-



In a College Library

sities and professional schools had libraries serving more than 1,400,000 students and instructors.

In the special library field between 1200 and 1500 libraries containing millions of bound volumes, pamphlets, and quick reference aids are giving technical assistance to editors, business executives, laboratory technicians, lawyers, physicians, city officials and scores of other types of workers.

Every state in the union has some type of state library, most states maintaining libraries of various kinds. In 1935 there were 135 state library agencies containing a total of 12 million volumes. Some were coordinated services chiefly under a single head, others were independent libraries serving a special group of patrons such as members of the state legislature, the supreme court, or those concerned with state and local history.

Federal libraries are so numerous and so varied in type, it is impossible to describe them briefly. You may have some idea of their scope and size, however, if you realize that there are more than 160 federal libraries in Washington alone, with collections totaling more than 10 million volumes. In addition to the Library of Congress they include such important collections as the National Archives, the Department of Agriculture Library, the Library of the Department of State, and many others.

To carry on the work of American libraries requires more than 30,000 librarians. Of these librarians, roughly 90 per cent are women and 10 per cent are men. The great majority of executive positions in state, county, school, and special libraries are held by women, but, with the exception of the special library field, the highest paid positions in the profession are held chiefly by men. In the special library field, the opposite is the case.

One hundred years ago not a single school offered library science courses to equip librarians for professional service. Melvil Dewey established the first library school at Columbia University in 1887. Today there are more than 30 professional schools accredited by the American Library Association and between 75 and 100 accredited and unaccredited schools which offer summer courses in library science.

What Still Needs to Be Done

Perhaps the immediate reaction to this bird's-eye view of library service in the United States today is that there is little left to be done. Quite the contrary is true. There is far more to do than librarians and other public-spirited men and women concerned with libraries have yet

accomplished before America's 131 million people will be adequately supplied with books and libraries.

If you look back and see that most of the services we have just described have been developed in considerably less than a hundred years, the record of achievement does seem far-reaching. If you look across the country, however, and see the inequalities existing in library service, you realize there are still many chances for men and women of ability, vision, and courage to set new records of achievement if they enter the library profession.

In spite of all librarians have done, roughly 35 million people in the United States are without public library service today. More than half the rural people in the country have no access to a public library. Of approximately 3000 counties more than 600 are without a single public library within their borders.

In a great state like Illinois, you will find nearly 2 million people without a public library. In Texas and Pennsylvania there are more than 3 million people without library service in each state. In Kansas and North Dakota the number of the total population without public libraries ranges from 48 to 71 per cent.

As these figures indicate, public libraries in the United States are chiefly concentrated in cities. Even in city libraries, however, there is ample room for new ideas and more effective methods of service. That this will always be the case is inevitable in an institution concerned with human beings and their constantly changing needs and interests.

In the field of school library service, it is estimated that 40 per cent of the country's schools still are without library service within the school. In view of the belief of progressive school leaders that a good library is basic in a modern school curriculum, this is a serious lack for boys and girls who will be America's future citizens.

Scholarly and technical library services in America are largely concentrated in about 70 library centers. These offer a wealth of source materials for the research students who are pointing the way to the progress we need to make in economic, social, and cultural fields. If you could look at a map, however, you would see the uneven distribution of these centers. This does not mean that a scholar remote from them in New Mexico, for example, has no resources at his command. He may have not only a valuable collection in his special field at his state university or elsewhere nearby, but microphotography and other recently developed technical aids are placing rare documents in distant libraries also within his reach. There is much to be done, however, before scholars and specialists know about the many library aids avail-

able to them and make as effective and timesaving use of them as they might.

In Canada

Canadians living in cities or towns have public and other library services available to them similar to those we have in the United States. The support which Canadian libraries receive is less than that of comparable libraries in the United States and the use is less as a result. Toronto, Vancouver, Victoria, and other Canadian libraries, however, offer a quality of service which has influenced library service in the United States as well as in their own country.

The big problems in supplying Canadians with books are scattered population and space. With fewer than 11 million people, Canada covers a greater area than the United States. More than half of the Canadians live in communities of 5000 population or less. Severe weather conditions and limited transportation increase the problem of supplying rural readers with books.

In spite of geographic and other handicaps, Canadians pioneered in the field of regional or large unit libraries for rural people and, with the aid of the Carnegie Corporation of New York, established service in the lower Fraser Valley of British Columbia in 1929. The experiment was so successful that Prince Edward Island and three more regions in British Columbia now have similar service. Nova Scotia probably would have it the war had not suspended operations.

Every Canadian province provides some book service to rural readers similar to that offered by state agencies in the United States. In Quebec and the Maritime Provinces, the universities administer the service. In the five western provinces, the service is handled from the capital city, usually by a provincial library commission or by a library division in the department of education.

In the school field, Ontario had school libraries as early as 1850. Every province now provides library books for school children through provincial grants, and nearly all large high schools have good library quarters and equipment, many of them in charge of trained librarians.

In Canadian universities and colleges, librarians in charge of more than 230 libraries provide students and instructors with approximately 5 million books and pamphlets. Dominion librarians administer the Library of Parliament in Ottawa and 40 other libraries similar to those maintained by the United States. Provincial librarians head 25 libraries similar to our state agencies, the chief services being for members of provincial legislatures and civil employees.

Special librarians in Canada head libraries in banking, financial, insurance and technical concerns, in special departments of universities and colleges, and in government offices. Two chapters of the Special Libraries Association, one in Toronto and one in Montreal, have a total of 95 members.

To train librarians for Canadian service, McGill University and the University of Toronto offer courses leading to the degree of Bachelor of Library Science. School librarians may take summer courses in several places. In 1942 a Canadian Library Council headed by Charles R. Sanderson, Chief Librarian of the Public Libraries of Toronto, was



The London (Ont.) Public Library

formed to cooperate with the American Library Association in the promotion and development of Canadian service.

In the Other American Republics

If you are interested in library work in the countries to the south there are increasing possibilities that you may go there, if you equip yourself to do so.

The oldest existing library in the western hemisphere was started by the University of San Marcos in Lima, Peru, in 1551 according to records we have available. As you will note, if you know anything of the library history of the United States, this preceded the founding of our first scholarly library at Harvard by nearly 90 years. Other universities in Latin America also established early libraries.

Each of the smaller as well as the larger nations like Argentina, Brazil, Chile, and Mexico has a national library containing vast col-

lections of historical material. Until recently these collections, like those of most national libraries in Europe, were more for preservation than for public use. Now, however, they are gradually being made more available to scholars through the use of modern library methods. Argentina, Brazil, Colombia, and Mexico are taking the lead in developing public and school library service, and some library schools are being established to equip librarians for professional service.

To serve as a medium for the exchange of information, advice and assistance between libraries and library organizations of the United States and Latin America, the American Library Association has had a committee on Library Cooperation with Latin America for several years. In 1941, a North American librarian, Harry Miller Lydenberg, went to Mexico City to organize and direct the Biblioteca Benjamin Franklin, an American library established under the supervision of the A.L.A. The purpose of this library is to increase understanding between the American and Mexican people and to facilitate the study of American library methods by Mexican librarians who are interested. Latin American librarians have been coming to the United States for some years to study in our leading library schools. Now American librarians, on invitation, are going to Latin America to further professional progress in this hemisphere.

If you think you would like to go to Latin America some day in connection with library service, you should have a knowledge of Spanish, Portuguese, or French, depending on the countries in which you would



In Mexico City

want to work. You should know something of Latin American life today and in the past. You will want to have as much familiarity as possible with Latin American and Spanish (or Portuguese) literature.

Since both library and social conditions are changing rapidly in Latin America, as in other parts of the world, you will be wise to write the American Library Association and get the latest information you can on library conditions in the country which interests you. You may also wish to ask for advice from the chairman or some member of the A.L.A. Committee on Library Cooperation with Latin America, writing to the chairman in care of the A.L.A., if you do not know him personally. In some instances, members of the A.L.A. committee are in touch with corresponding members in Latin America and they might be able to give you letters of introduction to one or more of these men and women, which would be helpful to you.

In this brief glance at library conditions in the Americas today, we have not attempted to suggest what these facts and figures mean in human terms, nor to indicate their social significance. In the chapter "The Outlook for the Future," you will find some attempt to relate social conditions and library service in the United States today, and some of the challenges offered your ingenuity and abilities, if you decide to become a librarian



A Large City Library in Action

SOME DAY when you are in a large city strange to you, try out this bit of detective work. Ask the first ten people you meet what they can tell you about the public library in that city. If you tried it in Rochester, New York, you would be apt to find that the porter at the railway station, the Greek at the shoe shine stand, the waitress in the hotel, and the traffic officer on the corner, all could tell you something about the public library. The taxi driver would probably have library books on his seat for reading between fares.

People once thought of the public library as a single building devoted chiefly to scholars. Today public library service is a city-wide system. Usually there is a main library building, several branches in busy neighborhoods, and distributing stations in a great variety of places. The library is spread out in this way for the convenience of people just as the post office, banks, and stores have branches in different parts of the city. Scholars from all over the city use the resources of the main library. People of the neighborhood use the branch nearest to their homes. There is something very friendly in branch service. The librarians come to know their readers, their likes and dislikes, their problems, ambitions and achievements. Community activities turn about branches, which, indeed, seem something like settlement houses in their relation to the neighborhood.

The great variety of work done in a modern public library system calls for staff members with varied interests and aptitudes. It appeals to those who love books for their own sake, and to those who like people primarily and think of books as means for enriching peoples' lives.

As you stand on the terrace of the Rundel Memorial Building, the main building of the Rochester Public Library, and note its location, you are aware even before you enter it that this "people's university" is a vital part of the life of the city and that the planning that has gone into the library is an important factor in its use. Built with the convenience of patrons and staff constantly in mind, the library is located at a center of transportation where most of those who come to it can reach it easily. Practically, as well as theoretically, executives responsible for the library have provided the people of Rochester with "a civic center of creative learning." They have also provided them with a



A Business Man Using the Library

building where their everyday association may be not only with books, but with beauty.

Entrance to the Rochester library is near street level to make it easy for people to enter. In the lobby, an attendant gives prompt and courteous assistance to readers and visitors in need of direction. Coats and hats are checked here. An elevator makes all three floors easily accessible. Straight ahead is a central hall from which open spacious and beautiful reading and reference rooms inviting all to enter. In these rooms, each devoted to some special subject or division of knowledge, over 100,000 books are on open shelves to which all may go freely.

Listen for a moment to the people as they come and go through the central hall.

An engineer stops on his way to work to get the latest book on water supply engineering. A taxi driver returns a book on radio and borrows

one on television. An inventor comes in to report that, thanks to the help the library has given him, he has recently received "a sum in five figures," for a new refrigerant. Holding a small girl by the hand, a young woman asks for "stories to read aloud to a four-year old" and "a good novel without too many problems in it for my mother-in-law." Almost on her heels two boys rush in to get a book on camping and one on building a rowboat. A business man heads for the periodical reading room where he knows that he will find the latest magazines and where the air conditioning of the building and the deep lounging chairs will permit him to read in comfort.

If a patron's question is one which he thinks may be answered quickly, he will probably go first to the general reference division directly opposite the main entrance. Here expert reference librarians are equipped with almanacs, atlases, dictionaries, encyclopedias, "Who's Who" and thousands of other reference aids to answer an unbelievable variety of questions. "Where can I get daily reports on the price of metals?" "What sports are popular in Latin America?" "Which schools teach radio mechanics?" Reference librarians in Rochester and in thousands of public libraries throughout the country are answering uncounted questions like those above for millions of inquirers a year.

If a reader "wants a good book," but does not know exactly what he wants, he may browse undisturbed among the exhibits in the central hall; explore the surrounding rooms, or divisions, devoted to fiction, history, biography, the sciences, business, or philosophy, or ask for help in selecting his reading. As in a good book store where a customer may enjoy the displays and counters of books arranged for him without being urged to buy, so a visitor to the Rochester library may wander at will without being forced to borrow. If he desires help, however, he finds it promptly available. Trained librarians, equipped with a wide variety of book selection aids, are on hand to discuss his interests and needs and to give him the personal service for which the Rochester library is noted.

The key to the book collection—the card catalog—is in charge of trained assistants at the rear of the central hall. Here a reader may look up a book, an author, or a subject if he knows exactly what he wants, or an assistant will help him to use the catalog and then direct him to the room, or division, where he can find what he is seeking.

A "reader's adviser" is on hand to give aid in special cases. Seated at one of the service desks near the catalog, she plans reading courses for men and women who want to study a specific subject, introduces

them to the less obvious divisions of the book collection, or assists would-be students to make contacts with community or other agencies offering courses in which they are interested. Her services are, of course, entirely without charge.

Inspiration and recreation, as well as education, are provided for Rochester people by those who administer the library. Books are naturally the chief sources but other means are used as well. Men and women with limited incomes share a free evening of poetry in the auditorium with other poetry lovers rich or poor. They listen to recorded or radio concerts by world-famous artists or travel by means of moving pictures to remote countries they might otherwise never see.

In the spring or summer, flower lovers find a garden display arranged with the aid of the twenty-one garden clubs of the city, and local artists bring their friends to see an exhibit of their paintings or sculpture. At any time of year visitors are lured into new and absorbing fields of reading interests by displays of airplanes, train, or ship models, Audubon bird plates, puppets, or photography.

Children and young people are welcome patrons of the public library in Rochester. All users of the library enter by the same door. "We do not relegate children to a back entrance," John Adams Lowe, the director, observes quietly. "The Rochester Public Library belongs to the people. A small child should feel he is a person and a part owner of the library."

When a child reaches the children's room, he finds the most beautiful room in the building. If he is very small, he discovers picture books and low benches and tables especially designed for him conveniently near the door. Older children find arm chairs and davenports, sloping shelves lighted above for the use of encyclopedias and dictionaries, and tables where they may sit singly or in groups and enjoy the wealth of books with which they are surrounded. The accent of the room is a large fireplace, modern in design, in which a log fire burns brightly on cold days in winter.

Children's librarians who know books and enjoy children are on hand to bring books and readers together, to answer questions connected with school work or other interests, and to teach their young patrons how to use the library. Children's librarians are regarded as friends of their young charges, not custodians, and many a child reads book after book recommended by his librarian, happily trusting her to select for him a book that experience has taught him, in nine cases out of ten, will be "swell."

Perhaps the most charming feature of the children's room in Roch-

ester is the secret door near the fireplace. Many young eyes grow round with wonder and excitement when they see a section of bookcases open miraculously. Beyond lies the story-hour room. Here another real fireplace makes a gathering spot, with an armchair beside it for the storyteller. Here, too, folk tales and fairy tales from many literatures enchant a new generation of eager listeners and invite the children to discover for themselves the Aladdin's treasures stored in books.

For parents, teachers, and others especially concerned with children's reading, children's librarians provide a consultation book service. At the main library in Rochester a room has been set aside for this purpose. A mother with a boy who "won't read," a teacher with a "slow reader," or a friend of some child with an approaching birthday when a book is to be a gift may all come here with the hope and assurance that their needs will be met by experienced librarians trained to know and to care for books and children. A "problem child" is simply a child with a problem to these librarians, and sympathetic, intelligent cooperation between them and the parents and teachers with whom they work often results in seeming miracles in changing a child's attitude toward books or toward his school work. Young people of the 'teen age group in Rochester have their own club-like quarters on a mezzanine just off the adult fiction division. Here one is reminded again of an inviting bookshop by the low shelves of books in gay jackets and by the informal atmosphere created by comfortable arm-chairs, small tables, and low reading lamps. A young people's librarian introduces



Looking for a Book to Read Aloud

this section of the library to the older boys and girls for whom it is intended by visiting high schools of the city to give book talks and to invite older students to regard this section as their own. When they appear she is there to greet them, and they feel that someone who knows young people's tastes in reading is ready to serve as guide and counselor.

The executives in charge of the Rochester Public Library have located it conveniently and have made it as inviting as possible for Rochesterians who come to the library. They do not sit still, however, and wait for their books and services to be discovered.

One of the library's information services is a weekly radio book talk to children in school. During the last year the Department of Work with Children has broadcasted its *Magic Bookshop* program to more than 9000 children in 139 schools in and near Rochester.

The main library is only a part of the Rochester Public Library system. Throughout the city residents have free access to book collections in 12 branch or neighborhood libraries, each serving both children and adults. Ten smaller collections known as subbranches are also provided for the convenience of the city's 325,000 residents. To introduce children to their neighborhood libraries, they are invited to visit those nearest their schools by classes, and with their teachers. Over 14,000 girls and boys annually enjoy this opportunity to develop assurance in the use of a library and to learn what it can offer them.

Adults in Rochester have ample opportunity to know of the library's book resources and services. Members of the staff conduct weekly columns in the newspapers recommending books of special interest and commenting on timely events in the fields of literature and education. Recently weekly radio programs by the staff took information about books on current affairs to many listeners. Whenever librarians talk to reading and study clubs in the city they distribute lists of books, illustrate their talks with pictures from the art department collection and suggest their further use by members of the group.

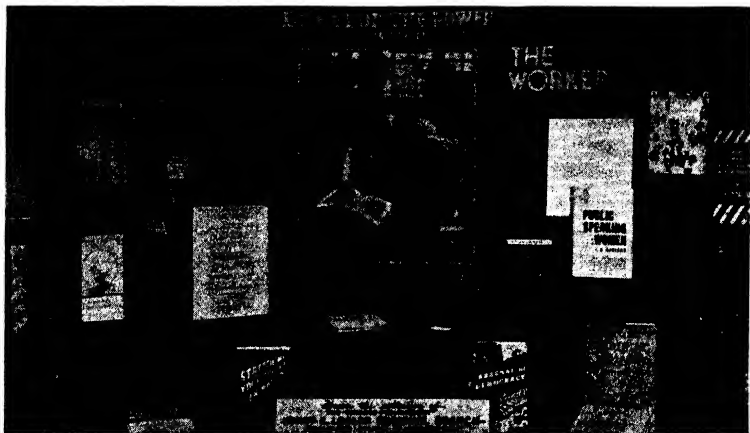
To reach workers who may not know of the aid the library can give them, the Rochester staff enlists the cooperation of presidents of large industries, the superintendent of schools, instructors in charge of evening courses, newspaper editors, and radio broadcasters. By letters to students enrolling in classes for machine shop practice, drafting, designing, and similar work, by widely advertised exhibits for workers in the main library, and through numerous other mediums, the library makes sure that the labor force in the city keeps in touch with the services available to its members. At city-wide expositions the library

is a prominent exhibitor with books about health, diet, city planning or home building according to the purpose of the show. Bank patrons find an attractive display of public library books in the lobby of the bank on special occasions. Wherever people gather seeking information, the library tries to emphasize what it has to offer. Librarians call that public relations, the art of making friends.

One book information service is especially appreciated by members of civic organizations. If Stuart Chase, Maurice Hindus, or some other nationally-known lecturer is to speak in the city, the librarian writes to him several weeks in advance and asks for a list of books he would like to recommend in connection with his forthcoming lecture. Staff members then annotate the list and distribute it to the audience. Readers follow through by calling for the books at the library.

Many people and organizations share in the activities of the library and seem to enjoy the opportunity. On invitation, one hundred prominent Rochesterians recently listed the books they had found personally significant during their lifetime. When their lists were published in a Sunday newspaper story and were mentioned over the radio by a popular educator, the result was a large increase in use of books which were no longer best sellers. Stamp collectors, musicians, lawyers, doctors, labor leaders share through their organization in the arrangements for free lectures, concerts or other programs in the library auditorium.

The use which Rochester people make of their library and the tax-support they provide show that they value the services provided for



Many Libraries Serve Workers

them. Approximately 85,000 are registered library users, borrowing more than 2 million books a year. Adults constitute two-thirds of these registered borrowers. How many more use the reference services of the library is unknown, but a sample count shows that the reference staff answers about 80,000 questions a year. Tax support for the library is about \$370,000 a year or slightly more than \$1.14 per capita.

The Rochester library is well in the van of public libraries which are paying marked attention to the human elements of their service. It is operated on the principle set forth by the industrialist who was asked to what he attributed his success. "The men and women who have worked with me," was his reply. Especial consideration has been paid to the working conditions of the library staff. Work rooms, rest rooms, labor saving devices—all those factors which make for staff welfare and efficiency receive as careful attention as matters concerning library patrons. There is no suggestion of luxury in these provisions, but there is a clear recognition that excellent service depends on the people who provide it as well as upon a building and books. Sound-absorbing materials in walls, ceilings and floors, friendly open spaces, clear diffused light, fresh air, furniture designed for comfort as well as beauty make their contribution. Simplicity of line and ornament is a keynote of the building, but harmony of line and richness of texture and color give a sense of serenity and beauty which mean much to human beings, whether library readers or library staff, in the heart of a large city.

Rochester service has not been described as "typical" of that given by library staffs throughout the country, nor should the library be considered "average." Rochester service is cited because it is admittedly distinguished. So is that of other libraries from coast to coast which might be mentioned. If you are interested in public library service above the average and would like to see for yourself how it operates, we suggest you consult the state library agency at your state capital or the American Library Association about an outstanding library in your vicinity.



Reaching a Rural Community

IN KERN COUNTY, California, you will find a very different type of library service from the kind you would find in a city like Rochester. People in both localities support excellent public libraries and make appreciative use of them. Ways of life vary greatly in rural and urban areas, however, and library executives must shape their services accordingly.

Can you picture to yourself a county the size of the state of Massachusetts, with about one-thirtieth of Massachusetts' population? If you can, you will see at once why supplying books for Rochester's 325,000 people living close together in one city and supplying books for Kern County's 135,000 people scattered over farm and ranch, mountain and desert, throughout a county the size of a state require two very different types of administration.

In the first place, a beautiful building like Rochester's is not a first essential for a county library like Kern. Books and trained personnel are of first importance with a widely scattered population. Buildings become important only when people live close enough to make effective use of them. When people are scattered as in Kern County it is wiser to have adequate office space in a centrally located, convenient building where books may be bought, cataloged and sent out to the various branches in the county. Kern County and many other rural libraries give excellent service either from rooms in a court house or from some modest center which they have rented.

The people in Kern are wealthy ranch owners, prosperous farmers, oil men, dairymen, mine owners. Backwoodsmen, such as you find

among our southern mountaineers are unknown, but migratory workers living outside the Farm Workers' Communities or government camps are the underprivileged groups among the library's patrons.

The books for which people ask in this California county are both different from and the same as those you would find wanted in Rochester. They differ chiefly because readers' occupations and ways of life are different. They are the same because radio book talks and newspaper book reviews make *Gone with the Wind*, *Cross Creek*, or *The Yearling* as much wanted by a Kern County ranchman's wife as by a Rochester club woman.

The challenge in providing books for people with a wide variety of interests, who are scattered over a large area, are those of distance and expense. The 200 people in Lost Hills in Kern County cannot reach the main county library with its collection of approximately 170,000 books by traveling a brief mile or two as could city borrowers, for they are some fifty miles from headquarters. Neither can they afford their own branch library with a trained librarian in charge. You can see why that would be if you figure that at \$1.50 per capita—the minimum at which good library service can be given in a community of less than 10,000 people, according to the American Library Association—the yearly income of a local library in Lost Hills would be \$300 for building, books, and librarian's salary.

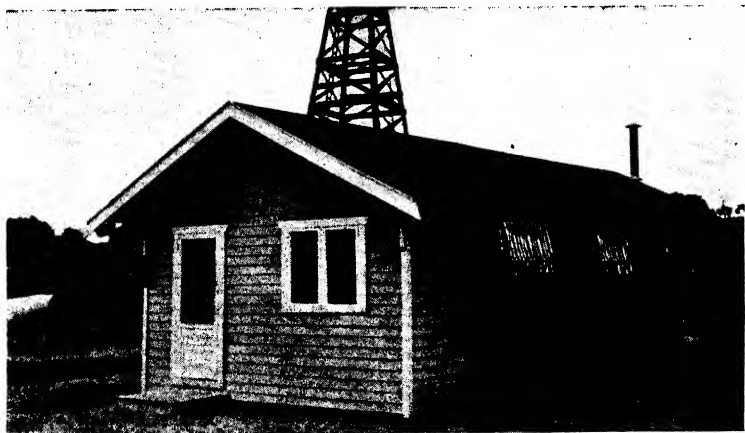
The solution lies in placing many book collections in various parts of the county in charge of local residents. People in a large town or village may have their own branch library housed in a building costing \$10,000 or more, with a trained librarian in charge. In a small community a few hundred books may be placed in a school, store, post office, filling station, or even a farm home. The storekeeper, postmaster, filling station attendant, farmer's wife, or some other local person takes charge of the books, keeps a record of who borrows them, and sees that they are safely returned. If an oil geologist wants a new treatise on petroleum engineering, a ranchman wants the latest book on cotton, or a farmer's wife wants a book on quilt designs which cannot be found in the local collection, the "custodian," as these untrained librarians are called, notifies the main library in Bakersfield and the book, if available, is mailed out at once. If even the central collection does not have the book, the reference librarian of the Kern County Library writes the State Library in Sacramento, or some nearby library, and borrows the book, if the need is urgent.

In Kern County 174 book collections are scattered throughout the county, most of them in schools where children and teachers can get

them easily. Until war stopped the service, a bookmobile supplemented these book collections by carrying hundreds of books to schools in migratory camps in remote desert areas at the borax mine and in the oil fields. Mail and package service to these remote readers is still being continued but, of course, cannot give the satisfaction that choosing one's books from a library-on-wheels can offer.

How much these bookmobile trips have meant to isolated people, especially children, may be glimpsed in a recent letter from Jessie Hume, one of the children's librarians in the Kern County Library. The bookmobile had been unavoidably delayed one day and had arrived at a scheduled stop at six o'clock, too late to pay the usual visit to the one-room desert school.

"Looking for a place to stay that night," writes Miss Hume, "we accidentally went to the home of the teacher. Nothing would do but that she should call the school together and I should tell stories. One of the children, who lived nearby, went up the canyon to collect the others. By 6:30 there was a perfect attendance. Since it was near Easter I told "The Country Bunny." Every time I turned to a new picture a little round-eyed Mexican boy in the first row piped up with, "Gee Vizz! O-oh, Gee Vizz!" The exclamation was one of unadulterated delight. After the stories, the children selected their books, and we admired their knitting and the boxes they had made. One of the values of the bookmobile trips to the desert is to have some outside person see the accomplishments of the children and to give them en-



Oil Center Branch in Kern County

couragement. I shall always remember the joy of those children as one of the high lights of my experience."

Migratory farm workers served by the Kern County Library often live in tents and desolate cottages, without modern conveniences. Children of these workers are as eager readers as those in more prosperous homes, however, and, as a rule, treat the books they borrow with great care. Men and women among the migratory workers may read up-to-the-minute books on social and economic questions or may use the library to help them prepare for a change of work. A young Oklahoman who came out to work in the crops, for example, found there were long periods of idleness between the harvesting of the various crops so asked for books on welding to study in his spare time. After studying the books which he borrowed through his branch library he obtained a welding job. He is only one of a number of the migratory workers who have trained themselves for better positions through the use of library books.

Readers in Kern County borrow more than a million books a year from their county library. They read considerably more than twice as many books per capita each year as people in New York or Chicago. Serving these readers is a staff of 136 librarians and custodians.

To keep readers in touch with the library's services, the Kern library staff devote much time to public relations. Since interested and well-informed custodians are the key to maximum use of the service, the chief librarian writes a monthly letter to these local helpers, many of whom have volunteered their aid. Through these letters, custodians get the latest news of the library's work; they keep in touch with successful ideas that other custodians are carrying out in various parts of the county; and they see their own good work recognized and given publicity.

Three times in the spring and three times in the fall, group meetings bring custodians together at convenient places throughout the county. At one such meeting each custodian spoke briefly of some older book which had interested her and told how and why she could interest her patrons in it. Sometimes custodians discuss the work and products of the communities in which they live so that everyone may have a clearer idea of the life of the county as a whole.

As an aid for both custodians and readers throughout the county, Kern and other rural libraries issue lists of books for distribution through branches and stations. Sometimes these lists may be of the latest additions. Again they may be on national or international affairs, child study or on countries which are in the news. An avalanche of

requests follows the appearance of these lists, showing how much they are valued.

Last year an annual report entitled *30 Years Agrowing* gave the county board of supervisors and many others a bird's-eye view of the amazing growth of the Kern County Library since it was started in 1911. Beginning with little more than 1000 borrowers the first year, the library now has more than 43,000 borrowers excluding children who get their books through the schools. The budget has increased from roughly \$6000 to more than \$152,000 a year, and annual use has increased more than 130 per cent.

The librarian or members of the staff talk about books and the library's services before meetings of the farm and home bureau, parent-teacher organizations, the Grange, and other county organizations. The chief librarian and the head of the schools department visit schools not only to lend books but to learn at first hand what and how the schools are teaching so that they may more closely relate library service to students' and teachers' needs. One result of these contacts is that, not only are school collections much used, but the use of a Professional Library for Teachers has more than doubled in a single year.

The radio is used regularly with very effective results. A radio program on books broadcasted immediately after a popular symphony program during the winter usually empties the shelf of recommended books within twenty-four hours of the broadcast.

Regular weekly book reviews and other newspaper stories about the library, exhibits at the county fair, art and hobby displays in various parts of the county and personal contacts with farm and home agents and other county workers are among many other means of increasing library support and use. To enable "shut-ins" in county hospitals, the jail, and other institutions to enjoy its books, the library places collections of books in all these places where they are wanted.

While Kern County people have had county-wide service only since 1911, the idea of county libraries originated more than one hundred years ago in the state of Indiana. In 1816, members of the Indiana General Assembly decreed that when a new county was laid out, 10 per cent of the proceeds obtained from selling lots at the county seat should go for the support of a library. Funds obtained in this way proved meager, however. Travel and communication were too difficult to make county service practical, and early county libraries in Indiana died. In 1898 came the real beginning of county libraries with the founding of the Hamilton and Van Wert county libraries in Ohio.

Today more than 600 county or regional libraries serve rural as well

as urban people in the United States and Canada. Of approximately 3000 counties in the United States, however, more than 600 are without a single public library within their borders. There is still much to be done in the rural library field as we have indicated in the chapter, "In the Americas Today." County libraries are successful where the population and wealth are sufficient to support them. Regional libraries, serving people in two or more counties or in a large natural trading area, are growing in popularity where county service would be impractical because of the thinly scattered population and low income of the taxpayers. A few county and regional libraries have developed without active state library encouragement. Most of the successful



Vermont has State-wide Library Service

large unit libraries, however, have resulted from able state leadership combined with intelligent local cooperation. In Great Britain, Denmark, Sweden, and other countries, people were making rapid progress in developing county or regional libraries before the war. We do not have reports from all these countries now, but we know that service in British county libraries has increased tremendously since war started.

Due chiefly to the genius of James L. Gillis, the California state librarian we have mentioned before (page 4), county service has developed so successfully in that state that now Californians have county libraries in 48 of their 58 counties. More than 3600 distributing points display "the orange sign" which denotes a county library or one of its branches or stations. The great state library in Sacramento has a union catalog that includes all the books in every county library

so that a notable collection of books on citrus fruits in one county, or one on petroleum and its products in another, may be useful to readers anywhere in the state

One of the highly successful features of county library service in California is the work county librarians do for schools. More than 2200 schools have county library branches, having turned over to the county library their money set aside according to law for library purposes. In return they get far more than they could possibly get by themselves. The first year a school joins a county library system, the children and teachers have about twice as many books as they would have if the school had purchased its books separately. Soon they will be getting as many books, charts, maps, pictures, magazines, phonograph records, films, dictionaries, encyclopedias, and other aids as they can use. In a ten-teacher school with 308 pupils, for example, the value of library materials used in one year may be approximately \$5900, although the amount of money turned over to the county library may be only \$400 for the year. Children in one-room schools get the same excellent service that others receive in larger schools.

Opinion differs as to the size a county or regional library should be to be successful, but a minimum population of 40,000 to 50,000 is proposed by Helen Gordon Stewart, successful director of the Fraser Valley experiment in British Columbia (see page 10). Carleton B. Joekel, author of the *Government of the American Public Library*, advises a minimum budget of \$25,000. Many rural libraries serve smaller populations on very much lower budgets but if you are interested in county or regional service, you may want to keep in mind these recommended minimums.

To be the successful head of a county or regional library, you should have the general qualifications noted on pages 63-64. You should also know county government and have some background of rural psychology and rural sociology, and will want to acquaint yourself promptly with rural organizations and their interests in any area you serve. Above all, you will need a deep liking for rural people, for they are quick to sense and resent an air of patronage or superiority. They will welcome you as a friendly co-worker. They have no desire for your services if your chief concern is to "do them good."

If you have a talent which makes you an active leader in informal festivities—such as singing, country dancing, playing a violin, or guitar—you will find it adds to your value as a librarian and may have a marked effect on the upward trend of your circulation. You should be prepared to face all kinds of weather and travel and to handle trans-

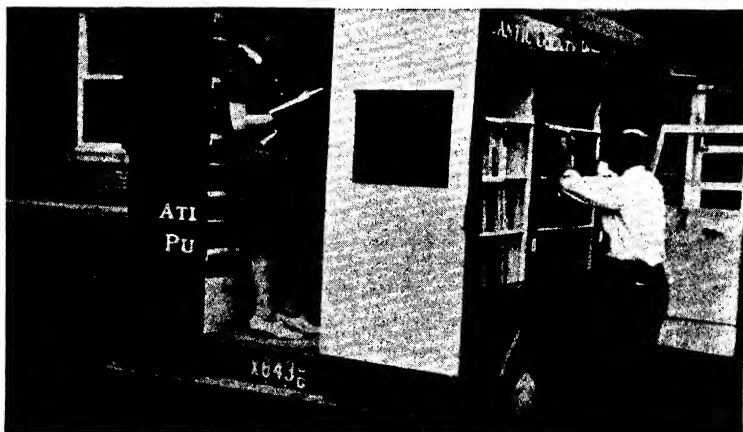
portation problems efficiently, not only for yourself, but for your staff and for books. You will need a digestion which can stand the hearty food of a ranch or farm or the uncertain meals of roadside or restaurant.

If you are to be a leader in rural affairs you will need to know Who's Who in large and small communities of the area you serve and you should be personally in touch with them and with the most important of their activities. You should be aware of inner workings of political groups and, without being a politician in the undesirable sense of that word, have the ability to cope with political situations wisely and understandingly.

Many of the qualifications of city executives will be needed by county or regional librarians, so we suggest you read over the paragraphs under chief executive, or about other positions in which you are interested, on pages 64-80. Financial conditions and sources of tax revenue will, of course, differ in a rural area from those in a city. If you want to head a rural library you will want to be informed on the tax situation and able to relate library finances to it intelligently.

Salaries of rural librarians are usually lower than those in urban communities, but living costs are apt to be lower, too. To offset a lower salary, one usually has many natural advantages—fresh air, space, sunshine—which are at a premium in most cities.

Young people who crave city life will do well to train for city service, in our opinion. You are not likely to be a success in the country, if your heart is in the city. If your instincts or environment have given you a



New Jersey was One of the Pioneers in Rural Service

liking for rural life and people, however, you may be interested to know that rural library service seems to give great satisfaction to those who enter it.

You may also be interested in the opinion of Theodore Roosevelt that "strengthening of country life is strengthening of the nation." Without its cities, a nation could still survive. Without the country, it would perish. Farm families not only feed—and in many ways—clothe the nation, but in all lands and times they have bred many of our greatest men. In any large unit library you will work with all sorts and conditions of men as you would in a city library. In most county or regional libraries, however, you work with many farm families. Rural librarians who do so hold that both life and work are richer for the experience.



A Small Town Dynamo

IF YOU KNOW New England communities, Jacksonville, Illinois, at once reminds you of them with its broad avenues, arching elms, and comfortable homes fronted by well-kept lawns. Settlers from New England and the South came to Jacksonville in 1825 before the founding of Chicago. Also, before Chicago was founded in 1833, Jacksonville had established a college.

Today librarians in Jacksonville serve a community of 20,000 people, most of whose ancestors have been American. They work with members of 102 town and county organizations, borrow books, or other literature literally from coast to coast, if their patrons' needs require it, and touch community life at practically every point where books and library service might prove of value.

Life in Jacksonville centers chiefly around its various schools and colleges. A century-old woolen mill and a steel works which makes all the Ferris wheels in the world are two important industries, but Illinois and MacMurray colleges, progressive state schools for the deaf and blind, and seven public and parochial schools influence people's interests and activities far more than the mill and factory.

Consumer education and the art of homemaking, for example, have long been interests of several Jacksonville groups because of a strong home economics department at MacMurray College which has fostered these interests not only in town but throughout the surrounding county. The librarian at the public library speaks before groups studying these subjects, provides them with the latest books or pamphlets in these fields, such as *Economics and the Consumer*, or *Facts About Fabrics*, prepares bibliographies for club papers, and sees that readers interested know of timely government documents on such questions as

The Meat You Buy, or Scientific Consumer Buying. An aid in supplying these documents is the fact that the Jacksonville Public Library is one of several hundred "selective depository libraries" throughout the country which obtain free those United States Government documents which the librarians believe will prove locally useful. When interest in consumer education or some aspect of homemaking is especially high and every important book is in use, the librarian sometimes brings books from home and circulates those until demand has lessened.

Play production and play readings are frequent in Jacksonville because of the two Little Theaters connected with the colleges and a high school faculty interested in drama. A conservatory of music, sponsored by the two colleges jointly, provides many musical affairs for the community, and a strong art department at MacMurray results in considerable local interest in the arts.

Book buying for people with these active—and fairly expensive—interests would be a serious problem for a small library if relations between the trained librarians at the public and at both college libraries were not cordial and buying were not cooperatively handled. Both college libraries buy liberally in the field of drama, the conservatory takes care of scores and books on music, MacMurray buys in the general field of the arts. The librarian at the public library buys especially in the fields of popular psychology, history, and general literature. At certain times of the year, college students keep the public library's 150 copies of Shakespeare's plays in almost continuous circulation. Any resident of Jacksonville may borrow books without charge from both colleges as well as from the public library, and distances in Jacksonville are so short that use of all three libraries is general.

Current plays which "everyone" will want to read, books of music such as *Who's Who in Music*, the *Treasure Chest of Stephen Foster's Songs*, and widely popular books on art, like *Enjoyment of Art in America*, are bought by the librarian of the public library regardless of whether they are duplicated elsewhere. A list of all the periodicals subscribed for by the three libraries is maintained which permits cooperative buying and use for titles not often requested.

Civic education, vital in a democracy, is a matter on which Jacksonville librarians and the League of Women Voters cooperate. Two weeks before the November election last year, the league maintained a Voting Booth at the library to encourage people to vote and to vote intelligently. Anyone who had failed to register learned with the help of booth attendants how he could still meet voting requirements. Records of members of Congress were on hand to show how those seek-

ing reelection had voted on national questions. Replies of state and local candidates to a League of Women Voters' questionnaire revealed the frank or evasive attitudes taken toward consolidation of school districts, state aid for education, and other proposed legislation.

Business men in Jacksonville seek most of their help from the library by telephone. The president of one of the banks, for example, recently found that the silver fish moth had infested valuable records. In response to his S.O.S. by telephone, the library not only dispatched a pamphlet on this pest to the bank by the library janitor, but also put the bank and the farm bureau in touch so the latter might care for extermination.

The *Platt Book*, giving full information about property in Jacksonville, brings many telephone calls from business men and more than justifies this rather expensive purchase. Census figures, inquiries as to how one spells certain words (not an inquiry confined to small towns, incidentally!) and such questions as "Where is Pängo Pängo?" are other business men's problems. The last question "stumped the experts" temporarily until someone found the real location needed was Pago Pago.

City officials and departments, religious and youth leaders, private institutions and, above all, public and parochial schools and individual teachers are others with whom Jacksonville librarians work effectively and often with mutual benefit.

The city engineer, for example, planned the library's new fluores-



Scouts Working for Merit Badges

cent lighting system and the city light department installed the lights without charge. The city attorney advises the library *gratis* on legal problems. The librarian, on the other hand, recently helped a member of the city council with a problem of choosing books for his technical library.

Religious leaders in town have free access to a generously endowed and well selected religious library maintained by one of the churches. The public librarian cooperates with those in charge of this library and directs readers to it who might find it helpful. Public library purchases in the field of religion are chiefly such books as Link's *Return to Religion*, or *Living Religions of the World*, which are widely appealing regardless of readers' church connections. Gifts from religious groups in Jacksonville enable the public library to make generally available the basic literature of most faiths with churches in the community.

Garden and bird lovers, hospital patients, Y.M.C.A. members, scouts working for merit badges, teachers taking extension or in-service courses and countless others with special interests, all receive individualized service from the library, sometimes of a far-reaching nature. Sight-saving classes at the School for the Blind, for example, receive the kind of print and the kind of books they need, some books being especially bought for their requirements. Instructors of the deaf were recently supplied with theses borrowed for them from California, Colorado, and New Jersey. A glance at current records shows that other Jacksonville readers have recently had loans through the library from the Army Medical Library in Washington, the University of North Carolina Library, the St. Louis University Library and the library at the University of Pittsburgh.

Book loans from the Illinois State Library are continuous. A factory foreman recently secured in this way *Applied Time and Motion Study*. A garden lover borrowed a two-volume *History of Garden Art*. Other readers obtained *How to Use Psychology in Business*, *Increasing Personal Efficiency*, and *How to Make Grocery Windows Pay*—to note only a few of the many loans which might be cited.

Microfilming of old newspapers is a recent local-and-state project of the Jacksonville Public Library in which aid is given as well as received. Some Jacksonville newspapers, one of which goes back to 1832, are the only files of these papers in existence. The librarian of the State Historical Library and the Jacksonville librarian are working together to microfilm these papers because of their value not only locally but also as early state history.

As a former children's librarian, the head of the Jacksonville Public Library is keenly interested in service to children. Boys and girls in every public and parochial school in Jacksonville have school library service from the public library. For the public grade schools the school board annually supplies the public library with \$50 a school for books. Parochial authorities do the same for the one parochial school. The public library contracts to match these book funds, more than matching them in actual practice. Junior and senior high school basic book collections are purchased by the school board but the public library supplements high school collections with many classroom collections lent to teachers.



Shipping Book Loans at Illinois State Library

A trained children's librarian devotes full time to work with children except in an emergency. She visits each school, has classes of boys and girls come to the library, and helps both children and teachers with innumerable school projects. In the junior high school, she has a Library Club of 38 members who put on two assembly programs on books and libraries during the school terms, serve as student helpers in the school library, and write book news for the school paper. For members of this club, the public library subscribes to Junior Literary Guild books.

In the children's room of the public library each school in town has a bulletin board of its own. On this are constant displays of handwork done by the pupils. Children vie for the honor of having their work shown and are keenly interested in the varied and changing exhibits.

A portable marionette theater and a shadow theater are two possessions of the library beloved by Jacksonville children. Plays with these theaters are given not only at children's parties in the library, but in city and country schools and churches. For treasure hunts and other games and projects sponsored for children by the library, books are invariably awarded as prizes. The head of the library shares in storytelling for children—not only in the schools but at Christmas and other festivities.

Jacksonville would make a natural center for large unit library service similar to that described in "Reaching a Rural Community." It is one of two places with a public library in Morgan County; the other community, Waverly, is very small. Fifteen thousand people in the county are practically without book service except as Jacksonville supplies it.

The head of the Jacksonville Public Library has long been interested in the book needs of county people and works with county schools and organizations to the limit of the library's resources. Members of 22 county clubs outside of Jacksonville depend upon this library for bibliographies for their club papers and also for the materials on which their papers will be based. One recent morning the librarian assembled for three county speakers information on "Low Cost Housing," "The Homemaker," and "George Washington Carver and his Peanut Program." An ambitious program of one county group for the year, for which the Jacksonville library is supplying literature, is "The Foreign



Using a School Classroom Collection

Policies of the United States Government." Rural interests, it will be noted, are often identical with urban interests.

Two new projects for rural readers in Morgan County are both joint undertakings with the schools. The first is a purchasing experiment in which 20 schools and the public library are participating. By means of this cooperative plan, boys and girls in each school will have access to 200 books this year, at a cost to each school of \$10. If the five-year plan works out as it has been outlined, the children will have rotating book collections of roughly 2000 volumes in five years at a cost per school of \$50. All books are bought in reinforced bindings. These initial collections are being supplemented by standard books like *Hans Brinker* and *Little Women* from a "pool" maintained by the Illinois State Library made up of gifts and others books in good condition sent in from all over the state by librarians not needing the books in their own collections.

The importance of this cooperative Jacksonville venture in book buying for rural schools is evident when one realizes that most rural boys and girls without access to books fail to pass the State Literature Tests given by the State Department of Public Instruction. The chief aim of this experiment, initiated by the public librarian and the county superintendent of schools, is to provide rural children with the books which will help them to pass these tests successfully in the future.

A second book project for county readers is a deposit plan worked out with 14 strategically located county schools. Through this plan, everyone in the county will have access, within five miles of his home, to a small, rotating collection of several hundred books during the school year. In the summer, the library hopes to make books available at least once a week with the aid of volunteer helpers from county clubs.

The use which readers make of the Jacksonville Public Library is strikingly out of proportion to its support. Last year if readers had had to purchase the 124,000 books they borrowed from the library, they would have had to pay—conservatively—\$280,000. Actually the tax support was roughly \$10,000. Fortunately this financial situation holds considerably more promise than it did two years ago.

Jacksonville citizens value their library and gave it the maximum tax levy allowed by state law some years ago. Falling property values reduced the income, however, until last year the library received only 56 cents per capita instead of \$1.25 per capita, the minimum recommended for good service by the American Library Association. At the last session of the Illinois Legislature, Jacksonville librarians and trus-

tees worked with other library leaders throughout the state and secured a new permissive tax rate from the legislature which will now permit Jacksonville to raise its levy. This year the schools of Jacksonville are seeking increased tax support which makes it seem wiser for the library to wait. One trustee has already expressed his hope, however, that the greatly needed increase in the library's income will soon be made possible by Jacksonville voters.

The staff which operates this active small library consists of 4 full-time and 2 part-time workers. Three of the full-time members are trained; one handles library records. The head librarian, who is, at this writing, president of the Illinois Library Association, devotes considerable time to community contacts. She is a member of the American Association of University Women, the League of Women Voters, the Business and Professional Women's Club, a church member, and a frequent speaker or participant in other group meetings. Newspaper relations with the library are most cordial, and she supplies reporters sent to the library with tentatively written copy for their stories. She shares with other staff members work at the circulation desk, supervises all the library's activities, and is responsible for the library's admirable "house-keeping." The reference librarian handles most of the club and research work, looks after interlibrary loans and the periodical files and indexes, and has charge of the pamphlet file. The work of the children's librarian has been mentioned. Records of the Jacksonville Library, in charge of the clerical assistant, are an enviable feature of the library's routines.

The Carnegie building which houses the Jacksonville Library was built in 1903 and of course has failings, such as high front steps, connected with that period. It has retained the spacious character of its reading rooms, however, where many libraries of even later date look overcrowded. Vigorous "weeding" of little used books and careful attention to housekeeping are responsible for an air of openness and order. An auditorium in the building attracts numerous group meetings, so many in fact that sometimes three evening meetings may be in simultaneous session in the auditorium, children's room, and lower library hall.

Salaries of librarians in Jacksonville are inevitably low with the present appropriation. They should be, and undoubtedly will be, higher when the appropriation is more adequate. As a partial compensation for low salaries, living costs in Jacksonville are considerably lower than those in larger cities and living conditions are very much superior. Proof of the statement may lie in the fact that the present

librarian in Jacksonville came there sixteen years ago from one of the best and largest libraries in the country and, in spite of positions open to her elsewhere, has stayed there. Operating a "small town dynamo," like the type of library you find in Jacksonville, is fun as well as work. A host of librarians in America have found it so.



With Boys and Girls in School

DETROIT young people borrow more than one and a half million books a year from their school libraries for classroom or home reading. In addition, they use hundreds of thousands of books in their school or classroom libraries.

Since the early 1920's Detroit has been one of the leading cities of the country in providing library service for children and teachers in elementary schools. Most high schools in the United States and Canada now take school libraries for granted, but there are still thousands of children in elementary schools who have little or no access to the kind of library one finds provided for most younger children in Detroit.

The use of the word "most" shows that even in Detroit there are still children in some of the smaller elementary schools who do not have their own library. Roughly four-fifths of the 235,000 children in Detroit schools have a library within their school maintained by the Board of Education. Approximately 54,000 children still have only the books provided by small classroom collections. They may, or may not, have the services of one of Detroit's three "traveling" school librarians working from the Board of Education office. In a few smaller cities every child may today take elementary school library service for granted, but such cities are still the exception, unfortunately, not the rule.

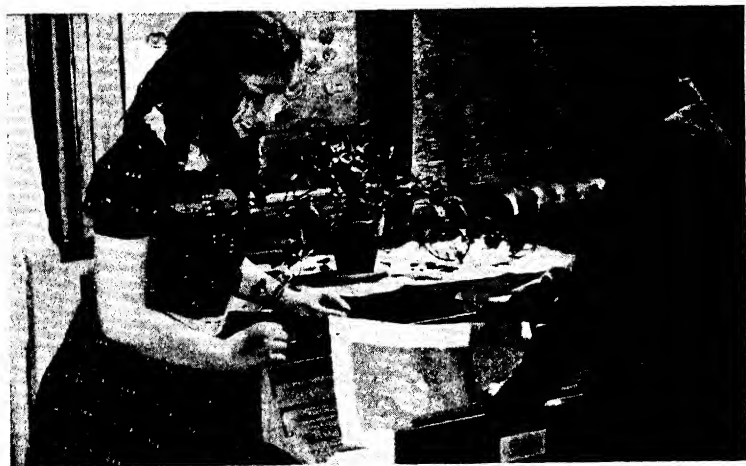
Pleasure in reading is the keynote of a child's early experience in a Detroit school library. When a Detroit first-grader enters his school library, he finds himself in a gay and charming room with a friendly librarian at hand to make him feel that he is welcome. On the low shelves to which he and his classmates are directed, he finds new pic-

ture books, fresh and clean, and intentionally enticing. Around the walls are bookcases filled with easy books, which will encourage him to read, and above them are bright posters or pictures, flowers and plants, which give to the room a homelike appearance.

After he has learned to associate books and libraries with "reading for fun," he will, of course, learn to use the card catalog and reference books, take notes for reports and prepare bibliographies. In the first three grades, however, he learns chiefly to enjoy books and libraries and to regard school librarians as reading counselors and friends.

As a first step in establishing friendly relations when newcomers enter the library, children and librarian may talk together for awhile. The librarian may ask whether any of the children have ever been in a library before. She tries to discover their interests both in and out of school. She often brings out, without appearing to do so, which children do, and do not, have contacts with reading in their homes.

A little later she will probably tell a story, purposely choosing one which experience has taught her may be familiar. *Peter Rabbit*, *The Three Pigs*, stories from *Merry Animal Tales*, are loved whether they are heard for the first time or for uncounted times. With older children tales from the *Jungle Book*, or *Just So Stories* may be substituted. In any case, the choice is designed not only to make the first visit to the library a happy one, but also to lay a foundation for future trust in the librarian's guidance in reading.



In an Elementary School Library

From the beginning Detroit children are encouraged to choose their own books and to look at pictures or read according to their reading ability. If a child seems to feel strange in the library and to be uncertain of what book he wants, the librarian talks with him about what he knows and likes and tries to help him make his selection. If, after many periods in the library and a normal use of easy books, he fails to do more than look at pictures, the librarian, his home room teacher, and perhaps his parents consult about the difficulty and see what needs to be done about it.

Only eight or ten children out of thirty or forty will need intensive work in the matter of reading guidance but reading records are kept for children in elementary grades by most Detroit school librarians. Such records show not only a child's age and grade, but his indoor and outdoor interests, his reading ability, and authors and titles of books he likes. In this way the child's progress in reading can be closely watched and the librarian has a means of better knowing her readers.

If a child's behavior causes difficulties as well as his reading, his record may show much more. "Problem children" of normal intelligence usually have some underlying cause for troublesome behavior. A child who has had little or no breakfast, one who lives in too crowded quarters to get enough sleep, one who is being neglected and left to do much as he pleases, or an only child who is too much surrounded with older people—all of these may reflect unsatisfactory home conditions in the way they act toward reading or the library. A child with poor eyesight may refuse to read, without knowing why he does so. One who is unsatisfied or unhappy may annoy other children or cause a disturbance simply because he wants attention. Here is where a knowledge of child psychology enables the librarian to help the child.

Detroit school librarians are not content with noting that Mary or Peter "will not read" or that Eugene "is always making trouble in the library." They try to find out whether some physical handicap is at the root of the trouble. They work closely with each child's teachers, not only to uncover causes, but, if possible, to remove or offset them. They may even visit children's homes and talk with parents.

Among 80 fourth-grade readers in one Detroit school, 16 had serious trouble either with reading or behavior. In a year and a half, the number was reduced to 4. Even these children improved during the period, but home conditions in each case retarded the rate of their progress.

While reading for pleasure and information are first objectives in Detroit schools, good citizenship in the library is expected of even the smallest children. A first-grader learns to be sure his hands are clean

before he takes his picture books, to turn the leaves of a book carefully, to return a book or magazine to its place when he has finished with it, to share in keeping the library attractive and in order.

A child who reads well and enjoys good reading is encouraged to suggest books he has liked to other children. He may do this informally when he and his friends are looking over the shelves, or he may write a book note or review telling why he finds a book appealing.

The exceptional child with some special interest or the child whose reading ability is far in advance of his age finds his school librarian ready and able to help him. She may direct his attention to books in the school library which she is sure he will enjoy. She may borrow books for him from the public library, or she may encourage him to visit his neighborhood library and borrow books there for himself. She may invite him to help select books for his library, to write reviews or evaluations and to weigh a book's merits pro and con.

Relations between school and public librarians in Detroit are close and mutually helpful. School librarians often interest parents in taking groups of children to the public library and constantly call attention to public library service. The public library maintains a room for parents and teachers and lends thousands of books a year to teachers and school librarians.

To encourage children to own books and to build up their home libraries, many Detroit school librarians each year compile a buying guide which they distribute to parents well before they would be apt to buy Christmas gifts. On this buying list they suggest attractive, inexpensive editions of children's favorites, books to read aloud, and, in some cases, musical records. In one school every child of the goo in the school is consulted before this buying list is sent home and books each child especially wants are written in on the list if they are not already suggested. As an aid to parents who may want to buy from this list, Book Week displays in the school library include the books recommended and give parents a chance to see for themselves the titles they may want to purchase.

Teachers in Detroit schools find books such an asset in their teaching that they often borrow 20—50 volumes from the school library to keep in their classrooms in connection with each unit on which students are working. At election time in the fall, for example, when sixth-graders are taking a look at modern government, you will find a social studies class equipped with such books as *Man and His Government*, and *How the World Lives* (including a chapter on "How People Make Rules"). A class which is studying the middle ages will want to use

many books such as *Medieval Days and Ways*, *Men of Iron*, or stories of King Arthur.

Much stress is laid in Detroit on the life of the city of which the schools are a part. *Citizenship in Detroit—A Source Book on Detroit's Civic Life* is one of the recent publications of the Board of Education which helps children to know more of their city government and of public services the people are supporting by taxes. *Being Neighborly—The Modern Way* gives them greater understanding of their social services and why they are needed in the community. Units of work in art classes—and in other studies—teach them about housing in Detroit, as it is, and as it might be.

To give boys and girls more assistance with their studies than books in their classrooms can provide, teachers and school librarians show them how to use reference aids in the school library such as encyclopedias, the card catalog, pamphlet and picture files, and indexes.

By the time young people reach intermediate, or junior high schools, they have formed the habit of turning to the library for help they have learned to expect from it. At this point, school librarians encourage them to read the types of books that will develop their characters from many angles. All children are still free to choose their own reading, but



Using Books as Tools

book collections are liberally stocked with books with character-building tendencies. Boys and girls in the early 'teens are at an impressionable age and books of high adventure, lives of great men and women, and stories of courage, pioneering, successful invention and other creative aspects of life often meet with a warm response if boys' and girls' attention is directed to them.

When senior high school days arrive, the library has become not only a source of good reading on many subjects but a valued workshop or laboratory for all types of school activities. Through magazine indexes young people find up-to-the-minute articles on questions of the day which they are discussing in various classes. With the aid of the card catalog, bibliographies, encyclopedias, and other reference tools, they bring together facts about aircraft and aviation, the nature and meaning of democracy, or other subjects they may be studying. They do this easily and naturally regardless of whether the facts they are seeking are found in books, to be seen in films, or perhaps to be heard through some broadcast. If a play or pageant is in the offing, actors and producers invade the library for ideas that will help with production.

In most, if not all school libraries, student assistants enable a librarian to handle a much larger volume of work than she could attempt to handle without them. In a public library, for example, the standard of circulation is about 20,000 volumes a year for each staff member. In a Detroit high school a single librarian may lend almost 50,000 books in ten months with the aid of her student assistants. A staff of eighteen students may take turns charging and discharging books, keeping order in the library, recording library use, getting books ready for the shelves, and in numerous other ways giving valuable assistance. As a rule, students enjoy these library assignments, which are usually brief for each student. They are apt to read widely because of their close contact with books, and more than a few later enter the library profession.

At the head of Detroit school libraries are a director and assistant supervisor who coordinate the work of approximately 150 librarians in the city schools. These supervisors select librarians to fill positions, help them to develop their work through personal interviews and school visits, and bring them together for exchange of ideas by arranging staff meetings and programs. Under their leadership, committees of school libraries prepare for city-wide use such aids as *A Library Handbook for Boys and Girls of the Detroit Public Schools* or an *Elementary Library Guide for Teachers*. They work closely with the director of curriculum, other supervisors and school principals and

help to keep school librarians in touch with changes in the curriculum and with current methods of teaching. It is the supervisors' responsibility to carry on the book selection for school libraries which involves reading or reviewing approximately 1200 books a year. Of these roughly 600 may be regarded as desirable for purchase. Committees of school librarians help in deciding what books will, and will not, be suitable for school use, and individual librarians order those volumes for their own schools which, in their opinion, will be valuable from the standpoint of grade level as well as subject. They also consider whether books will be well used in view of the reading abilities, interests, and racial backgrounds of their students.

The personal knowledge which school librarians have of the boys and girls they work with is a vital factor in the success of their work. A librarian may be working with children in grades three through seven, but the reading abilities of the children may range from grade two through high school. While most of the children may have been born in America they may have Mexican, Polish, Negro, Scandinavian, or other national or racial backgrounds. Successful book selection, of course, takes all such factors into account and fits book collections as closely as it is humanly possible to the reading needs of the users of each school library.

To provide books for children and teachers in schools without libraries the Department of School Libraries maintains a traveling library collection from which are sent loan collections to schools, in charge of the principal or a teacher. The department also maintains a "book exchange" to which school librarians send inactive books from their collections and from which they may borrow as they have occasion.

Like other Detroit supervisors, the supervisors of school libraries have as one of their responsibilities teaching courses in their field at Wayne University. For the benefit of students in these library courses and also for student teachers, certain schools in Detroit serve as "laboratory" or practice schools. Here future librarians and teachers observe in action the theories they learn in their classes. They have first-hand experience with boys and girls. They learn to deal with actual situations involving human beings as well as educational ideals, and they find out how much wisdom, patience and skill are needed—in addition to education—if they are to succeed in their profession.

In Private Schools

Some universities and colleges maintain laboratory schools solely

for training teachers and for experiments in more effective work with young people. At Ann Arbor, the University of Michigan maintains both an elementary and high school in which experimentation and training are carried on. Children attending the schools pay a tuition fee, as they do in any private school, and come from faculty families, rural homes and town homes in about equal proportions. Approximately 150 children attend the elementary school and 300, the high school.

An interesting feature of the University High School at Ann Arbor is the high degree of organization among boy and girl library assistants. Sharing in self-government is a basic principle here, as it is in many other American schools and colleges. To give teachers a chance to observe student self-government in action, as well as to train young people to govern themselves, and to provide much needed assistance in the library, a committee of 30 boys and girls assists the librarian to carry out the student-made rules governing organization and conduct in the library.

In Detroit, pupils study in their classrooms and go to the library only for reading and reference work. At the University High School in Ann Arbor, which is a comparatively small school, students study or read in the library when they are not attending classes. Each period one of the student Library Committee, whose members have been selected by the vice-president of the Student Council in consultation with the high school librarian, takes charge of the library and is



Reading for Pleasure

responsible for its supervision. So satisfactory is this arrangement that a visitors' only impression is one of quiet activity.

In addition there are two library clubs whose members assist with desk work, preparation of new books and magazines for circulation, preparation of pamphlets and pictures, and other routines for making materials available for use. Any pupil of the ninth grade or above who applies to the librarian and whose schedule of classes will enable him to give one hour a week to the library may become a member of a Junior Library Club. After he has served for one or more years, he becomes a member of the Senior Library Club. The practice school librarian gives all junior club members a location chart showing where everything is to be found in the library and a member of the Senior Library Club takes each one for a tour of the library. Then the librarian has an individual conference with him to see that he understands what he has seen and heard. As in Detroit, student assistants work at the loan desk, check and stamp magazines, and help in countless other ways. The librarian, meanwhile, is free to guide reading, to advise students working on special assignments, to confer with student teachers or members of the faculty, or to carry on the many other professional duties which heading a laboratory school library involves.

Both in Detroit and Ann Arbor exhibits and other means of publicity bring the library and its services to the attention of students and teachers. The University High School librarian at Ann Arbor is chairman of the Exhibit Committee for the school which means that she displays library materials with hobby shows, art exhibits, or displays growing out of classroom activities. Through book talks, librarians share with students their pleasure in books and bring many delightful books to students' attention.

To keep the School of Education faculty at the university informed about the School of Education library and its services, a library committee, of which both practice school librarians are members, reports at faculty meetings, arranges meetings in the library where they display the latest books, pamphlets and other aids of special faculty interest, and issues bulletins for faculty members.

In connection with courses in administration or methods of teaching English, science or social studies at the University of Michigan, practice school librarians acquaint the prospective teachers and administrators with library materials in their field. Sources of information for pictures, pamphlets, books, charts, or films are called to their attention at the opportune moment when they will find them of greatest interest and value. Later on when these students are in teaching positions in

various parts of the state they frequently write to the practice school librarians for advice on selection and use of books and other library materials.

The fact that there are always student teachers working with critic teachers means that unusual use is made of such library tools as the *Standard Catalog for High School Libraries* and *Vertical File Service*, such suggested reading as *By Way of Introduction* and Logasa's *Historical Fiction*, and of indexes to plays, readers, and fiction. During their semester of practice in the school these young people try to get acquainted with as much of the background material for their teaching as possible. To the 50-100 new student teachers each semester the librarian gives special instruction in how to use the library and introduces them to teaching materials.

In connection with the University Elementary School Library, a special room is set aside for the use of parents. Here magazines and books on child care and training are kept and the librarian holds frequent conferences with parents of various grades on their children's reading.

Students from the School of Architecture come over to use children's books in connection with their courses in book illustration and the University Extension Department and High School Visitors' office refer to the laboratory school librarians their questions regarding young peoples' reading and standards for school libraries around the state.

Space does not permit a complete description of ways in which school librarians work with boys and girls in school and with teachers in the field of education. In no other kind of library service, perhaps—except in special and university libraries—is the organization of service as varied (See pages 77-79) for service given from a public library and from the Chicago Board of Education library.) In no other field, without exception, has service developed so rapidly in the last two decades. As already noted, educators now regard a library as a vital part of a high school's equipment. Elementary school libraries are much less widely taken for granted, but they are developing at a rapid pace and some form of elementary school library service provided by either school authorities or a city or county public library, or by both together, is increasingly recognized as essential.

To be a school librarian in either an elementary or high school, you should have the same general qualifications and education we have noted on pages 63-64 in the first three paragraphs under "Qualifications You Will Need." With the exception of public administration, the same courses would be useful. In many states, you will have to meet certifica-

tion requirements which states have established for teachers and school librarians (see pages 99-100) . You will of course need to be familiar with principles of education and of school administration, and you will be wise to have some background of teaching. You should especially know enough about how reading is taught to boys and girls today to be familiar with teachers' concepts and vocabulary. Above all, it is vitally important that you enjoy children and know how to work with them.

When school librarians are on teachers' salary schedules—as they should be—their salaries are often higher than those of public librarians for comparable types of work. In connection with this matter of higher salaries, one should remember that a training period which involves teaching experience as well as attendance at a professional school takes more time and funds than most public librarians have to expend.

Salaries for elementary school librarians range from \$1067 in a small southern school to \$2500 in larger schools. In junior and senior high schools, salaries may be from \$1200 to \$3000, with some exceptions, both lower and higher, depending largely upon location. School library supervisors usually receive from \$1376 to \$6600. Most of these salaries are for the school term of nine or ten months, but a few are for the twelve-month period.

If you are interested in becoming a school librarian, we suggest you take your professional training at one of the library schools which specializes in school library work (see pages 87-97) . We also suggest you read one or more of the excellent books which have been written on school library service, especially Phyllis Fenner's *"Our Library"*.



Where Specialists Are Needed

"Can you quote me advertising rates for leading farm journals throughout the country?"

* * *

"We are searching for new sources of revenue. Can you refer me to sales tax laws which have proved successful in other cities of the country?"

* * *

"Through your books in Chinese can you help me identify the dating of some old Chinese bronzes?"

* * *

"What books would you suggest for a man with dementia praecox?"

* * *

When a librarian gets questions like the above he needs the resources of a special collection, or special training—or both—to answer them promptly and satisfactorily. The business librarian who could easily answer the first question would not attempt to answer the last. He would refer it instead to a trained and experienced hospital librarian. The head of a museum library who could produce many books in oriental languages, would never dream of supplying studies on municipal revenue and sales taxes. He would leave that to a municipal reference librarian whose special field is service to men and women concerned with city government.

So varied are special librarians and the needs of readers with whom they work that you may like to have glimpses of four special libraries which suggest how widely different your training and experience would need to be, if you were to head any of these libraries successfully. You may also like to have a broad over-view of the many types of

libraries you might enter in the "special" or "reference" field and have a few general suggestions which we hope will help you if special or reference librarianship is your aim.

In a Business or Technical Library

The Business Branch of the Newark (New Jersey) Public Library was the first of its kind in the United States and has had national, if not international influence, in the establishment of special services for business men and industrial workers elsewhere.

In 1904 John Cotton Dana, then librarian of the Newark Public Library, started this public branch library to give special service to Newark's business men and women. The first modest quarters were in the heart of the business district in a small store near the post office. One librarian, with one full-time and one part-time junior assistant, had charge of the first general book collection which included a few directories, business books and magazines.

Today the library occupies an entire building with four floors in charge of five reference librarians and four clerical assistants. The general book collection has given way to one devoted to city and trade directories, standard investment manuals and services, the best business and trade magazines, and current books by recognized authorities giving the latest approved methods on production and distribution costs and other problems of the business world.

Live ideas on live problems are the business librarians' tools in Newark and wherever a business library operates. The information a man wants may, or may not, be in print. Sometimes a business librarian secures the needed information by letter, telephone, telegraph, or even cable. Many patrons of Newark and other business libraries rarely go to the library. They telephone and either receive their information over the wire or have it sent to them by messenger.

Patrons of the Newark Library range from bank presidents to office boys. Frequently calls come from librarians in business firms where there is such constant need for library service that the firm employs one or more professional full-time librarians and maintains an active library of its own. Where a firm has its own library, the librarian is usually expected not only to locate needed facts but to present them in such a way that they are as easy as possible to use. Frequently business and other special librarians make a digest or summary of the facts that they find to save the time of the executive or experts who have consulted them.

How much convenient location means in time saved for business

patrons of a library is suggested by the Newark Public Library's estimate that the location of the present Business Branch means a saving in time of \$50,000 a year for patrons who are thus spared a trip to the main library. This sum does not include money returns from facts obtained at the library, an estimate it would be impossible to compile.

Questions coming to Newark business librarians are infinitely varied but are usually concerned with present and future activities, rarely with the past. In the course of a morning, requests may involve decoding a cable from Brazil, supplying the address of a law firm handling collections in a distant city, identifying the owner of a piece of local property, and assembling for a shoe manufacturer the latest material on marketing methods. The number of books readers borrow gives no idea of the work involved in this business service. Only 20 per cent of the men and women using the library may find what they need in books which they borrow to take home. The remaining 80 per cent may consult trade directories, statistical services, and other aids they use in the library.

The cost of many of these business aids would be considerable for the average man or firm. Poor's *Financial Records* in two volumes, for example, costs \$60. Moody's *Manuals of Investment* in seven volumes cost \$252 a year and must be kept up-to-date to be of current value. Only investors who would make constant use of the Moody volumes would feel justified in putting so much money into them every year. When a public library buys them for its business collection, hundreds of people use them and the cost per person is relatively small.

Special librarians in scores of American cities are aiding business men today either in public or private libraries. In industrial centers, like Detroit and Newark, you will find not only business librarians at work, but librarians in charge of technical collections giving similar intensive service to great industries. One of the major activities of a technical department like that in the Detroit Public Library is helping to retrain men for high precision work required in Detroit plants. Librarians assist by providing books on elementary shop mathematics, blueprint reading, measuring instruments and other subjects needed for home study. They also help men taking intensive training for a specific job to acquire general background for their work. Through their books on occupations, they often interest men in entering fields of work where they are needed. For factory workers and others, they provide manuals which show them how to operate complicated machines. In addition to these training services, technical librarians do a vast amount of reference work for industrial firms and workers, questions coming to

them concerning such matters as patents for new inventions, facts about highly specialized materials such as industrial diamonds, or photostats of technical data not otherwise obtainable. As in the case of a business library, figures for the number of books borrowed from a technology collection mean nothing because the questions librarians answer usually involve many services other than the loan of books for home reading.

For Those Concerned with Public Services

In our large cities you will find special libraries which are very different from the business and technical services just mentioned. In New York, for instance, is one concerned with business of a kind, but it is purely the business of government. Librarians of the Municipal Reference Library serve the officials and employees of the city government, its many centralized departments, as well as those of the boroughs, counties, and the courts and its City Council.

Taxation, whether real estate or sales or gross revenue, is only one problem on which the Municipal Reference Library can supply information. Subjects such as fire prevention, all kinds of public works, street cleaning, water supply, police protection, accounting, real estate, city planning, public health and welfare services, all of government concern, lie within its province.

It is most important that a reservoir of information, with persons qualified to produce it upon request should always be available to



A Technician's Use of Books

public officials because these officials must determine public policy and principles upon which a city is governed efficiently. Such a policy-determining body of officials can not be efficient unless they have facts at hand upon which to base their judgments. That means that for every specific problem of administration, a thorough survey of what New York City has done formerly to meet that problem must be made. The survey must show whether or not the city was successful in what it did and why. Likewise officials want to know the experience of other large cities in this country and abroad in their attempts to solve that particular problem. Only the printed page can reveal these secrets, and only a trained researcher can gather them most effectively. That is where the Municipal Reference Librarian serves constantly—at the right hand of city officials.

Although many of the inquiries received by the Municipal Reference Library come directly from public officials and employees engaged in government administration, some of them come from the citizens of New York and from civic organizations such as the Citizens Union, Citizens Budget Commission, chambers of commerce, and taxpayers associations. The most extensive research has been done by the special committees appointed by the Mayor or the Council, as for instance, the Charter Revision Commission which devoted itself to an intensive study for two years. The Board of Statutory Consolidation, in compiling a new Administrative Code, relied upon the library to assist with all difficult problems. Investigating committees of the Council likewise look to this reservoir of printed material for facts whenever they need them.

As in all special libraries, librarians at the Municipal Reference Library are thoroughly familiar with the *literature* of civic affairs. They do not need to have the comprehensive knowledge of taxes a tax official must have. They can give such an expert valuable aid, however, not only by calling his attention to the latest reports, magazine articles and books on taxation, but also by letting him know promptly of new laws, new methods of collection, and similar pertinent facts. To keep the municipal officials with whom they work in constant touch with new publications in their own and related fields, librarians at the Municipal Reference Library issue a monthly bulletin, *Municipal Reference Library Notes*, with which you should become familiar if you are interested in the public administration field. It is recognized as one of the best bibliographical sources in the municipal field.

The Municipal Reference Library of New York, located in the Municipal Building near City Hall, was established in 1913. It started

with a small collection of city council minutes. Today it contains more than 100,000 books and subscribes to 690 periodicals. Eight professional librarians and five clerical workers are kept busy by the questions coming from both official and citizen inquirers.

Public administration libraries are by no means so numerous as business and technical libraries, but as you can perhaps realize from what you have just read, they do extremely important work. One of the largest libraries in Chicago in this field is the Joint Reference Library, located at 1313 East 60th Street where it serves effectively sixteen national and international organizations affiliated with the Public Administration Clearing House.

In an Art Museum

WHILE the present and the future are much in the minds of those who use an art museum library, the past is also important for many aspects of their work. At the Art Institute of Chicago, the head of the Ryerson Library and the Burnham Library of Architecture (both named for donors) is expected not only to produce books in the Chinese or Japanese language when they are needed, but she constantly has calls for historical material which may aid in identifying art objects and their value

The director of the Art Institute and his staff of approximately 30 specialists are the chief users for whom the Art Institute libraries are maintained. When a tapestry, porcelain or picture is offered the Art Institute for purchase, the director may make intensive use of the library collections to help him determine whether the object offered is genuine and whether the price asked is justified. In making such investigations he may frequently refer to a valuable collection of auction sales catalogs dating from the 18th century.

If a lecturer is speaking on "America's Art Heritage," the art and life of Pan-America, or recent achievements in Mexican art, he may spend hours in the library preparing for his lectures. Curators often seek assistance in tracing the history of art objects and their designers in connection with notable gifts, or Art Institute exhibits.

An order worth a million dollars resulted from a building concern's recent use of the Burnham Library of Architecture. Many thousands of dollars unquestionably are involved in the use made of the two collections by interior decorators, employees of department stores, radio stations, printing concerns, book, magazine, and newspaper publishers. Between 1000 and 3000 students use the library constantly in connection with week day, Saturday, evening, or summer courses they take in

the school of the Art Institute. Teachers and children from public, private and parochial schools in Chicago may often be seen looking up the period or history of some art treasure they have been studying in the museum.

Sixty years ago the Art Museum library was a shelf of books in the director's office. Today, with the aid of valuable gifts of money and books—in addition to the library rooms which bear the donors' names—the Burnham and Ryerson libraries together contain more than 48,000 books, a rich collection of art periodicals from all parts of the world, and thousands of photographs, color prints, lantern slides, and post-cards. The last are frequently useful for illustrations not obtainable in other ways. Fourteen professional librarians find themselves hard pressed to meet the demands made on the libraries, and 25 students in the art school work part-time in assisting them.

In a Hospital

Patients and staff at the Presbyterian Hospital in Chicago number about 1000. The trained librarian in charge of the hospital library, therefore, serves about as many people as she would in a large village. The reading done, of course, is more than it would be in many villages because so many patients have little to do with their time except to read.

Each morning the hospital librarian sees the admittance slips of all patients and she visits each patient as soon as possible after his arrival. If a patient is gravely ill, she may stay only a moment and may make no effort to discuss books or reading. She lets each patient know, however, that she and the library are at his service, without charge, as soon as he is ready for them.

Most patients, even if they are in the hospital for a serious reason, welcome a chance to forget their condition for awhile in the pages of a book or magazine. Many discover that reading which suits their needs can do much to hasten their recovery. Mental cases, such as those with dementia praecox, are not found at a hospital like the Presbyterian, but there are many highly nervous or depressed patients for whom doctors prescribe reading much as they order a sedative or tonic.

For such patients and for hundreds with special interests, the trained and experienced librarian works with books as carefully as her associates on the staff work with drugs. If a patient has become so depressed over his condition that he has threatened suicide, she is very sure that the books she gives him contain nothing to deepen his depression. If he is highly excitable, she helps him to choose books which, with his

interests and background, he should enjoy, but which will not contain tense, dramatic situations which will add to his excitement. With many patients, of course, this extreme care is not needed. Books and magazines do their share toward hastening convalescence if they are entertaining, if they take a patient out of his hospital surroundings, or if they give him new ideas with which to while away the many hours he must be alone during an illness.

Light reading is advocated by doctors for most hospital patients, but some patients may read or even study intensively while they are in the hospital. An Irish watchman at the Presbyterian recently read 22 biographies during his 11 weeks of convalescence. A lawyer read



Books do their Share toward Hastening Convalescence

many books in the French and German languages. One young patient completed most of the studies he would have taken during a half year in college.

The book collection at the Presbyterian hospital—and in many private hospitals—is composed chiefly of carefully selected gifts. Members of the Woman's Board of the hospital, patients who have enjoyed the use of the library, or friends who like to give memorials which will benefit the living continually give books, or money with which books may be bought. The library has a collection of 6000 volumes. For readers who want books which the hospital does not have, the librarian calls the public library and, if the book is in, secures it for the reader within 24 hours. If it is not in, she usually manages to borrow something else for him that she is sure, from talking with him, he will want.

Nurses, doctors and other members of the hospital staff use the Pres-

byterian library for recreational reading, but their professional needs are met by medical and nursing libraries under other librarians. Most hospital libraries are chiefly for patients, although they may serve doctors' and nurses' professional needs if other libraries are not available.

Last year readers at the Presbyterian hospital borrowed 23,000 books. The one trained librarian in charge of the library could not have given the excellent personal service for which the Presbyterian is noted if she had not had trained volunteers to help her. To prepare these volunteers—who are very carefully chosen—the librarian gives a six weeks' course which enables them to catalog, file cards, mend books, and handle many other routines. They may also lend books, except to patients requiring special care, and may read to those who cannot do their own reading.

Hospital libraries are of many types and some of them are much larger than the Presbyterian. A veterans' hospital, for example, may have as many as 1800 beds, compared with the Presbyterian's 400. In larger hospitals, of course, you may find more than one trained librarian. Some libraries serve only tuberculous patients. Others serve only children. An increasing number serve mental patients and veterans of this World War or the last.

Qualifications You Should Have

To head a special library like any of those we have described, you should have the general qualifications noted on pages 63-64. You will need to know books as tools and reference aids more often than you will as literature, but in some cases—as in a hospital library—you may also need to know them as literature. You should have four years of college plus one year of professional library training. Many special librarians in the past have not had professional training, having entered the field chiefly because of their experience and their familiarity with certain literature. You will need such experience and knowledge, but special librarians generally agree that you should also have the professional training that will enable you to make most effective use of them. You may, or may not, need general literature and history courses in college or familiarity with theories of education. These are, of course, useful in libraries concerned with education, but they are not requirements for the majority of special libraries.

The major you should take in college will depend on the type of library you would like to enter later.

A business, technical, or municipal reference librarian should have a major in finance, science or sociology, and also a knowledge of mathe-

matics. The war has resulted in increasing calls for librarians with majors in chemistry. An art librarian should have a broad general education with emphasis on history, a knowledge of modern languages, and should, of course, have courses in various aspects of art. Travel is desirable for any librarian but for an art librarian it proves especially valuable. A hospital librarian will find majors in literature or psychology useful. Language requirements will differ greatly in different types of work. German and French are still basic in technical fields but there are increasing calls for Spanish. In a municipal reference library, or in a hospital library, language requirements are less exacting than in some other types of libraries.

Space does not permit us to give specific advice to all who would enter the special library field. In *The Special Library Profession and What It Offers*, compiled by Marian C. Manley (1938), you will find valuable information which may help you to decide whether you want to train for work in a newspaper library, a public utility library, a bank, or possibly an insurance company. You will find that there are engineering, medical, religious and other types of professional libraries. You will also find that public, college and university libraries have special collections, such as music and drama, in which specialists in the field are needed. Ruth Savord's *Special Librarianship as a Career* will give women interested in the special library field much valuable advice in the space of its brief pages. For those interested in government service, we recommend "Types of Libraries" in *Public Administration*



In a Music Library

Libraries (1941). *Hospital Libraries*, by Edith Kathleen Jones (1939), is something you will want to see if you are interested in that type of service.

Great reference libraries like the Henry E. Huntington Library in California, the John Crerar and Newberry libraries in Chicago, and the Pierpont Morgan Library in New York are not mentioned in any of the above publications and are not usually considered special libraries. They are mentioned here, however, because they require librarians with special training and experience as special libraries do. If you want to work in one of these libraries, you will be wise to visit them or correspond with the librarian and ask what you should do to prepare for that type of work.

Salaries in the special library field vary widely, depending on the type of work. As opportunities and salary conditions change rapidly in this field as in almost every other these days, you may want to write the Special Libraries Association, 31 East Tenth Street, New York, N. Y., for the latest information available.



How Public Library Service Is Administered

THE WORK of public libraries—and of most libraries of any type—falls, in general, into four main divisions: administration, ordering and preparing books for use, lending, and reference. In a large city system, the work is handled by departments, or divisions, and branches. In a town or village library one or several librarians do all the work which in large libraries may be handled by several hundred staff members.

The administrative staff of a large library includes a chief librarian, usually an assistant librarian, and frequently a supervisor of branches. In a library like Rochester, where all the books, pamphlets, pictures, maps, films, and other materials in a given field are brought together in a division, or department, each division will have a head who is an expert in that field. In Rochester, division heads are specialists in the fields of fiction, literature (i.e., drama, poetry, essays, etc.), biography, history, travel, education (including philosophy and religion), the social sciences, business and economics, science and technology, the arts, general reference, and local history. They also administer the divisions for work with children and with young people, each division having a separate head. In some large libraries as in Chicago, New York, Baltimore, and Cleveland, there is also a department for work with schools with its own head. Other executive positions include as in Rochester—or may include—librarian of the main library; branch librarian; heads of order, catalog, periodical, and bindery departments; head classifier, readers' adviser; and editor, or director of public relations. In some cities, like St. Louis, Cleveland, and New York, the public library provides city officials with a municipal reference library

such as you found described on pages 54-56. A librarian may head a factory branch, as in Gary, Indiana, a business branch as in Newark, New Jersey (pages 52-53), may serve blind readers through a special department, as in Chicago, or may head services chiefly used by Negroes or readers of foreign birth as in New York, Cincinnati, or Los Angeles.

Bookmobile service is chiefly found in rural communities but readers on the outskirts of some large cities like Queens Borough and Minneapolis have books brought to them regularly by professional librarians in charge of "libraries on wheels." In a few cities, a librarian may find himself giving trailer service where a branch library is needed but where too few people live to justify the expense of a building.

In all but the smallest libraries, executives have working with them senior and junior librarians who share their professional duties. Clerical workers, bindery employees, and pages help to prepare books for use, mend or rebind books in need of repair, shelve books returned by borrowers, and in other ways assist with routines. Janitors, drivers, and other maintenance employees have charge of the library buildings, delivery services, and grounds.

Classification and Pay Plans for Municipal Public Libraries, published by the American Library Association, lists nearly 100 classes of positions, professional, subprofessional, and clerical. It is obvious, however, that in a brief introduction to public library service we can discuss in detail only the positions most commonly found. We can only suggest the qualities, aptitudes, and education needed.

Qualifications You Will Need

If you are thinking of library service as a career and not merely as a job, you should first of all like people. You should have the ability to work with them individually and in groups, and you should have a genuine desire to serve them. The "missionary spirit" is not implied in these qualifications. In our opinion the missionary spirit often connotes a conscious or unconscious sense of superiority that is out of place in a democratic institution like a library. A desire to work with people and to have your work useful to them, however, is not synonymous with a desire to reform them.

Varied interests are valuable in a librarian for anything you know is apt to be useful sometime. You will, of course, need a broad background of reading, and you must be prepared to read widely and continuously if you are to keep abreast of current publications. You will be called upon constantly to meet new situations, and you should have a willingness to work for results which must often be intangible. As personal

characteristics you should have initiative and resourcefulness and tendencies toward order and accuracy. You will also need good health, poise, and ability to work well with other members of the staff as well as with library patrons. If you are to be a distinguished representative of your profession, you must also have vision and courage.

Four years of college leading to a B.A. or B.S. degree, and one year of training in a library school accredited by the American Library Association are essential if you want to be an executive. A major in the social sciences including public administration is recommended for public librarians although a major in science may be equally satisfactory. Literature and history courses are, of course, important, and languages will unquestionably be useful. Librarians in contact with the public will find courses in psychology and public speaking invaluable, and some familiarity with theories of education an essential. As making the library's services known is important if they are to be used and are to receive support, ability to write clearly and well is a skill you will be wise to cultivate.

On graduation from an accredited library school, a new librarian may expect to become a junior or senior assistant in a large library, a division or department head in a medium-sized library, or a chief executive in one of the smaller libraries. This is true not only of city services, but of other types of libraries with the exception of special positions with exacting demands in the way of education and experience. In such positions a specialist without library training may be employed in preference to one with training but without special qualifications. Typical of such positions are a public relations director in a public library whose chief work is with newspapers, in which case a newspaperman may be employed, or the head of a foreign language department in a great reference library where a scholar from the country concerned may be employed. As a rule, however, it is felt that professional training for those holding even these special positions is valuable.

Types of Positions You Might Fill

The *chief executive* in a large or medium-sized public library has many of the responsibilities of a business executive in addition to those of a librarian. His contacts with the library's board of trustees, city officials, community organizations and the library staff make some knowledge of public relations and personnel administration imperative.

If he is to keep within his budget and interpret the work of the library intelligently he must know something of finance, accounting,

and statistics. He does not need to be a lawyer but he will have to be familiar with state laws and city ordinances affecting the library. If he is to spend the funds entrusted to him wisely, he must know his community and its library needs and shape his buying policies accordingly. He must of course know where and how to buy to advantage the books and equipment he needs.

As far as we know, training as an architect has never been advised for a librarian but the head of an active public library will probably find himself consulting with architects about building plans, making decisions in regard to lighting, ventilation, heating, and interior decoration, and recommending to the library board how much and what kind of insurance the library should carry.

In a small community the head of the library has a more restricted range of responsibilities in certain fields, such as staff administration, than in a great city, but he must be able to order and catalog books, serve as reference librarian, children's librarian, or readers' adviser, keep library records and do other work which his professional associates or the clerical force would carry in larger communities.

Salaries of chief librarians reporting to the American Library Association in 1942 varied widely, the highest being \$11,700 in a library serving a city of more than 200,000 people. The median salary in the smallest libraries was \$2100, and in the largest, \$6000.

Reference librarians in a public library are chiefly concerned with books as tools. Patrons want facts and want them quickly. In recent years the reference services of the public library have greatly increased, the Chicago Public Library, for example, answering approximately 600,000 reference questions in 1941, compared with only 300,000 in 1934. A glance at Mudge's *Guide to Reference Books*, describing over 4000 reference works in more than 30 languages, will give some idea of the fields that reference work in a large city library may be expected to cover.

In addition to ability to work with people and a wide knowledge of indexes, bibliographies, and other quick reference aids, a reference librarian must have judgment and know when to search thoroughly for information wanted, and when to provide only facts which can be offered easily. He is also expected to have a reading knowledge of two or more foreign languages, French, German and Spanish being especially desirable. A good memory is a great asset as well as interest in searching for information and presenting it so that it is easy to use. Bibliographical skill is required and the ability to grasp facts quickly in a daily skimming of current magazines and newspapers. In a large

library, the head of the reference department may have many staff contacts requiring ability to work with personnel. Skill in organizing the work of others and in handling administrative routines are also important aspects of a chief reference librarian's work in a large library's reference department. In some libraries both reference and circulation services are carried on in part through subject divisions as in Rochester. In a small library a reference librarian will need to know the reference possibilities of the whole collection rather than just the content of the reference aids immediately in his charge.



Negro Sewing Project in a Branch Library

Branch librarians carry the services of the library into neighborhoods of a city where distances make it inconvenient for people to use the central library. In a large city, branch librarians may work under a supervisor of branches but they have much freedom and enjoy an opportunity for leadership that sometimes makes their work reach far beyond their neighborhoods. In New York, for example, the service for Negro readers developed by the 135th Street Branch has attracted national attention and undoubtedly has affected the service to Negroes in other parts of the country. The work done for business men by the Newark Business Branch Library has certainly encouraged the growth of similar services elsewhere. The introduction to American ideals and customs which branch librarians give new Americans in Boston, New York, Chicago, Los Angeles, and other cities, has influence far beyond the communities in which the work was started.

In many cities readers make more use of branches than they do of

the central library. In Chicago, for example, readers in 1941 borrowed roughly one million books from the main library and more than 9 million from branch libraries or other agencies the library serves. In Detroit the same year, readers borrowed approximately 741,000 books from the main library and 3,742,000 from branches.

One practice which frees a branch librarian for active work in her community is that of centering book orders, classification, and cataloging in the main library. This gives the branch head and her staff much more time for community contacts, advisory service to readers, and work with children and young people. Reference work in a branch library may be subordinate to other activities, or may be a major part of the service. From the Legler Branch Library in Chicago, for example, readers in six months borrowed 50,000 books on more than 1000 subjects, excluding fiction and biography. Patrons of this library have a background of twenty-one foreign countries and include the executives, laborers and clerical help of the great industries on the west side of Chicago.

Circulation librarians, who are in charge of the loan department, and those in charge of subject divisions or departments in a library like Rochester, represent the entire library staff as far as most library patrons are concerned. If these staff members are courteous, intelligent, experts in book selection and in bringing books and people together, the reputation of the library is high for excellent service. If they fail in any of these respects, good staff workers behind the scenes can do little to offset their failings.

With the exception of children's work, service in the circulation department is perhaps the most appealing to librarians who greatly enjoy people and who care for books as literature rather than as educational tools. To balance the delight of sharing good books with a wide variety of human beings is the matter of supervising circulation routines. Smoothly working routines are exacting in a department where thousands of books must be charged and discharged quickly, searched for on the shelves, and reshelved. Readers with books kept overtime must be reminded to return them. Other readers who have asked to have books reserved for them must be promptly notified when they are available. In large libraries clerical assistants and pages do a great deal of this routine but in smaller libraries circulation librarians have to do considerable detail work in addition to their professional duties.

On a large staff which may or may not have a readers' adviser, a circulation librarian's professional activities may include speaking be-

fore community groups, sharing in the preparation and broadcasting of radio programs, assisting club program chairmen in the planning of a season's programs, preparing reading lists for men and women seeking to improve their education, and an endless variety of other responsibilities.

Book reviews and book selection aids are constant companions of a circulation librarian. She must read widely and well if she is to meet demands made upon her, but she must also know books by reputation and through skimming if she is to assist the many kinds and conditions of human beings with whom she comes in contact.

Division or department heads of subject sections of the library need to be less broad in their interests than a circulation librarian but they need to know far more than she can compass of the literature of their chosen field.

Readers' requests for books play an important part in library purchases. They are not a controlling factor as a reader may not know that a book exists which he will welcome if it is called to his attention. Circulation librarians and subject specialists keep notes of readers' requests and interests, however, and make many of their recommendations for book buying accordingly.

Business and technology librarians are increasingly in demand in public libraries. A few years ago only the largest libraries felt that they could afford a specialist in charge of a business and technical collection. Today a library in a small city may regard a business librarian as an essential member of its staff. In a large library the chief of a technical collection may have six to ten assistants. (For the work of the Business Branch of the Newark Public Library see pages 52-53.)

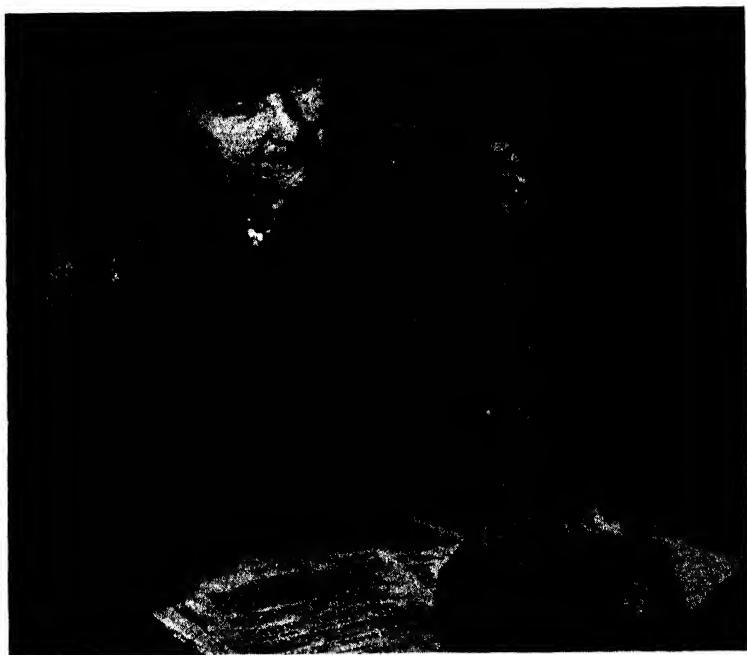
A knowledge of two or more foreign languages is important for a specialist in this field. Languages most called for are German, French and, increasingly, Spanish. A knowledge of mathematics will also be needed.

Men entering the library profession find the position of technology specialist appealing, but women, too, have done outstanding work in this field. Mary U. Rothrock, supervisor of library service for the Tennessee Valley Authority received the first Lippincott award for distinguished professional service partly because of the technical aids she and her associates built up for the men and women working on that experimental project.

Readers' advisers or adult education specialists have been found in public libraries only since the 1920's, but the elements of their work have been essential aspects of service to adults ever since libraries have

attempted to do more than house and lend books. Chicago, Milwaukee, Detroit and New York pioneered in the field of readers' advisory service, doing such distinguished work that other large libraries soon followed their example. Today, a few libraries like Washington, D. C., have a corps of readers' advisers who are specialists in various fields. In some cities, like New York and Chicago, part- or full-time readers' advisers work in branch libraries as well as with readers who come to the main building.

A readers' adviser works primarily with individuals who are interested in a planned course of reading rather than in a single book. He also works closely with other educational agencies in the city and with groups such as labor unions, business houses, and clubs whose members have educational interests. In some cities, like Denver and Oakland, readers' advisers have helped to organize the chief agencies for adult education in the city into an Adult Education Council. In Springfield, Illinois, the readers' adviser heads a "Community School for Adults"



A Corps of Advisers Serves Readers in Washington

that has enrolled hundreds of participants each semester that courses have been offered. A few other libraries are beginning to offer community schools similar to the one in Springfield.

As an illustration of how far an adviser's assistance to an individual may go, a consultant comments: "A young chap who had held an inferior position in a textile wholesale business lacked confidence and wanted a course on salesmanship. With this we gave him a reading course on textiles and the textile industry, including up-to-date magazine references. He joined a night class at the Y.M.C.A. and when he was chosen president of the class we gave him a course in parliamentary law and speechmaking. Then we introduced him to the president of the Junior Chamber of Commerce. He is now a member of the organization and has access to all their special lectures. We also directed him in starting a clipping collection which other members of the office force are using frequently. He has had two promotions in the past year."

To do readers' advisory work successfully, you need a broad knowledge of books and book selection aids, ability to guide a reader's voluntary studies, and a thorough acquaintance with the educational resources of your community. Skill in leading discussion groups is also desirable. In many libraries, patrons increasingly ask for vocational guidance. In Chicago not long ago a famous settlement house planned to show a series of films in the field of economics, following the pictures with informal discussions. The leader in charge of these "film forums" asked the readers' adviser at the public library for suggested readings on the subject of each film. In libraries having suitable facilities, as in Chicago, the readers' adviser, or a branch librarian, may show films and conduct the discussion which follows.

Extension librarians have much more interesting work than their title would imply. In some ways their work is similar to that of readers' advisers, as far as service to groups is concerned. Factory workers, hospital patients, hundreds of people making daily use of city settlement houses—all of these and countless others who cannot easily come to the public library may be readers an extension librarian serves. He must of course know his city well and have marked ability to work with people. He must be alert to community needs and to new developments in the city to which books and library service might contribute. Only the larger libraries can afford to employ a full-time extension librarian but a very large library—as in New York—may have an extension staff of sixteen or more people.

Catalogers and classifiers in a public library, as in most libraries, are behind the scenes most of the time but the work they do is a vital

factor in the ease and speed with which library patrons and other members of the staff find what they want in the library's collections. Without an index to the book collection which the card catalog offers and without skilful grouping of books on the same subject by library classifiers, readers could not begin to make the use of large libraries that millions are making today.

To keep in touch with readers and their needs, members of the catalog department sometimes share in manning the reference department for a few hours each week or help readers using the catalog. Their knowledge of the community in which they work must be broad, and they must be constantly alert for new interests, or new ways of expressing old interests of patrons. A cataloger decides what cards in the public catalog will guide someone searching for a book to its location in the library. As a reader may remember only the author of the book, an "author" card is obviously needed. A "title" card is also usual. The "subject" cards are those requiring experience and judgment. In the early days of aviation readers asked for books on "flying machines." Today they ask for books on "aeronautics" or "aircraft." A cataloger must decide under what headings a library's many books on this subject will be grouped. If he selects "aeronautics" because it covers so many angles of the subject, readers who search the catalog for books on "airplanes" or "aviation," must find guide cards directing them to "aeronautics."

The classifier in the library—who, in small libraries, is often the same person as the cataloger—decides where in the library's collections a book is to be shelved. A book on air travel may be classified with books on aeronautics or with travel. Community interests may be the deciding factor. Many public libraries use the Dewey Decimal Classification. The "D. C. number" on the back of the book, and on the catalog cards referring to it, shows where the book is to be found. In very large libraries, thirty or more staff members may work under the chief of the catalog department. All the specialists in the department will be familiar with two or more foreign languages and literature and may often have advanced degrees in subjects in which the library specializes. The cataloging and classification of large library collections attract men and women with scholarly interests. Some of the most valued bibliographies and other reference tools used in libraries have been compiled by specialists in cataloging who have been nationally known for their distinguished attainments.

In a small library a cataloger needs to be less a scholar but is expected to have a working knowledge of at least two languages—preferably

French and German or Spanish—and he must have a high degree of intelligence if the catalog in his charge is to do its work effectively. Accuracy and attention to detail in the work of catalogers and classifiers is naturally essential.

Order librarians are often regarded with some envy by other members of the library staff because they are the first to see the new books as soon as they arrive. They spend little time in working hours, however, reading the books they handle. They must know not only books and book reviews but book markets, library discounts, publishers editions, publishing standards and publishers' output. Accuracy and attention to detail are, of course, essentials in their work.

An order librarian who is an expert may save a library hundreds of dollars a year by knowing how, when, and where to purchase. He knows which jobbers give the best discounts, what books are being offered at secondhand or remainder prices, what publishers carry popular reprints. If a dealer offers to sell the library a book that is out of print or a rarity, he can check its value before placing an order by a comparison of book auction prices.

Book purchases may run to more than \$100,000 a year in a large public library, requiring the work of eight or more staff members under a department chief. Bookkeeping ability is of course essential in those responsible for book expenditures. A knowledge of copyright laws and regulations governing importations as they relate to books are also sure to prove useful.

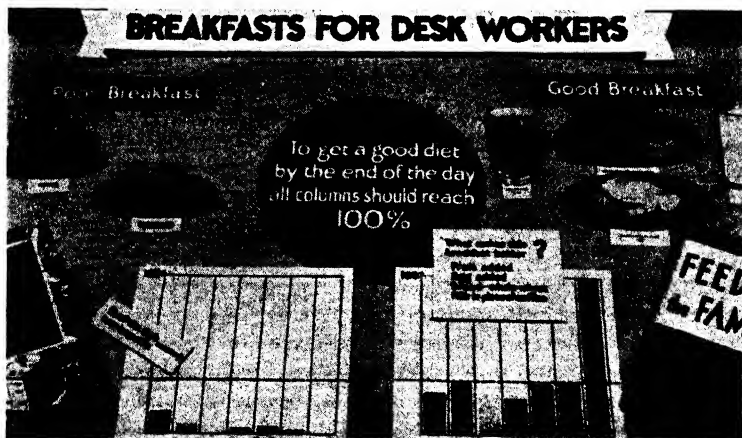
Some order departments have charge of accessioning or adding new volumes to library records. They also withdraw books that are worn out or, for some other reason, are being discarded. Orders for equipment, or library supplies other than books, may go through the order department or a division of it, depending on the size of the library. The head of the department must have considerable executive ability and business acumen if the work is to be carried efficiently.

Periodical librarians are found in only the larger public libraries, the work they do with magazines and newspapers being handled by the reference staff in smaller libraries. In a library like Rochester, a librarian in charge of a popular magazine reading room supplements the work of department librarians who do the reference work involving magazines and newspapers in their special fields. The chief tools of a periodical librarian are indexes such as the *Readers' Guide*, the *New York Times Index*, the *Industrial Arts Index*, and similar aids which help a reader to locate a desired article in a magazine or newspaper quickly. In addition to helping readers, ordering and caring for periodi-

cals, and circulating them where circulation copies are provided, a periodical librarian may compile special indexes, lists or bibliographies of use to patrons or staff members, will see to the binding of magazines to be added to the permanent collection, and will probably have charge of exchanging publications with other libraries if the library does any publishing.

Directors of public relations or publicity have as their chief function increasing the use and support of the library. Only the larger libraries employ a full-time director, but the work is considered so vital that in smaller communities the chief librarian handles this type of work himself. In a few very large libraries several staff members devote full time to newspaper publicity, contacts with community organizations, show window displays, exhibits in and outside the library, radio programs, poster making and the compiling and distribution of reading lists. In addition they may arrange lecture programs, forums, or concerts in the library auditorium or elsewhere; they may conduct surveys of the community the library serves as a basis for their work; they may instigate reading studies which will influence library policies as well as public relations.

Budget campaigns are all-year-round affairs in a public library with a director of public relations. He does not wait until a few weeks before the library appropriation is decided to let taxpayers and city officials know how the library is using tax funds. "A little at a time and often" is apt to be his motto whether he is preparing a leaflet for distribution



Library Window in Chicago

to patrons, or an attractively illustrated report to be mailed to community leaders. A few libraries in recent years have used films to encourage library use and support, but most libraries regard newspaper publicity and contacts with community groups as the most important factors in their public relations program.

Since newspapers are the chief publicity channel they use, some libraries have former newspapermen to head their public relations rather than a librarian. In a library like Denver, the assistant librarian may head the work effectively. Where several people in a library work together on publicity, an assistant with training in an art school may have charge of posters and exhibits.

A sense of values, ability to work well with other staff members and with community groups, and discretion are essentials in a publicity director. So, of course, is "a nose for news." Courses in journalism, the psychology of advertising, and public speaking will be useful. Courses in radio work are also of increasing importance.

A few of the cities which have done especially effective work in public relations include Los Angeles, Rochester, Chicago, Minneapolis, Baltimore, and Cleveland.

Children's librarians administer some of the most important work in a public library. In many public libraries today children borrow a third to a half of the books which are lent for home use. They may represent a third of the library's users. Los Angeles children in 1942 borrowed more than 2 million books. Cleveland children did the same. In New York City the circulation of children's books was considerably over 4 million.

The way children's librarians work with young patrons may markedly affect not only the use the children make of the library as children, but their attitude toward use and support of the library when they grow to be men and women. If, in addition to knowledge of children and their psychology, vision, character, personality and zest for living are anywhere needed in a library it is among the children's librarians.

Fortunately the work has attracted, in spite of regrettably low salaries, some of the best young people who have entered the library profession. Library leaders in general would agree, we believe, with the Providence librarian who commented several years ago in the *Library Journal* that children's librarians have given the "best all-round performance of the last three decades." Their high standards of book selection have been a significant factor in the higher standards of quality in book production for children. As the librarian just quoted points out, they have succeeded in developing a public opinion favorable

to worthwhile books via well-prepared book lists, book displays, and ingenious exhibits. What they have done is all the more remarkable when one remembers that before 1890 library work with children was almost nonexistent. "Dogs and children not admitted" was a policy taken for granted in most public as well as in scholarly libraries. In even a small library at present, work with children is regarded as so important that a children's specialist is frequently the first assistant added if a library can afford more than one professional worker. In a large public library a staff of forty or more may assist the director of work with children. These librarians work not only with boys and girls but with parents, teachers and others concerned with children's reading and training, such as illustrators, authors, and leaders of young people's groups. They organize and work with children's clubs, tell stories in parks or at playgrounds as well as in the library, and do much to encourage reading for pleasure among children through vacation plans they make for the summer.

Knowledge of books is important in any type of library service but in work with children it is imperative. Adults do not expect a librarian to have read every book she recommends. A child's "What's it about?" takes for granted that his adviser *knows* the book that she offers him.

In the last few years, reference work with boys and girls and instruction in the use of the library have become increasingly important aspects of a children's librarian's work. There is much to be done before the American people use intelligently and to its limits the wealth that is stored for them in their public libraries, but children's librarians are paving the way for a much greater and more effective use of libraries by adult Americans of the future.

Some library schools specialize in training for work with children, as you will note if you consult the list prepared by the A.L.A. Board of Education for Librarianship (pages 87-97).

Young people's librarians work with the 'teen age group, especially those in high school and those who do not go to college. They also work closely with other youth serving agencies in a community such as vocational and high schools, Y.W.C.A. and Y.M.C.A., Girl and Boy Scouts and night schools. If the library has a readers' adviser for adult patrons, the young people's librarian often shares with him responsibilities for guiding a young patron's reading.

In an industrial area, like that served by the Hild Regional Branch Library in Chicago, a "Young Modern's Alcove" may attract a wide variety of young workers having such occupations as delivery boy, checkroom girl, stockroom clerk and typist. The collection may also

appeal to college students though the majority of the young patrons will probably be in high school.

For many years children and adults were the only age groups recognized by libraries. For the last few years, however, more and more libraries have featured work with young people as an important part of their service. That they are justified in doing this on the basis of numbers alone is indicated in an analysis of adult registrants made by the Wilkes-Barre, Pennsylvania, public library which showed 34 per cent of these registrants listed as still in high school.

In New York the Nathan Straus Branch Library and in Sacramento the Ella K. McClatchy Library are exclusively designed for work with children and young people, the former having been opened in 1941 and the latter in 1940.

A young people's librarian does much work with individual readers and needs a good knowledge of adolescent psychology, as well as of literature which adolescents will find appealing. Since the reading abilities and interests of her young patrons will vary widely she needs also to know something of children's literature and of books which are primarily for adults.

As she will be expected to find "a good book about an aviator" or "about a nurse," she must know "career" literature, both fiction and nonfiction. She must also be prepared to guide young people in their social affairs with books on etiquette and parties. If she cares for them as she should, she will take an interest in their hobbies and will do her



"Young Moderns" in Newark, New Jersey

best to promote them. She will also encourage poor, ambitious, young workers to continue their education through the library.

Public speaking and ability to work with educational leaders are valuable assets in a young people's librarian. As indicated in the description of Rochester service she will undoubtedly be called on, for book talks in high schools and she probably will be asked to give talks before clubs and other community groups.

In Wilkes-Barre, Pennsylvania, the young people's librarian, at the invitation of the Girl Reserve secretary gives a talk at the Y.W.C.A. each year on new books on etiquette and on boy and girl relationships. In this way she meets hundreds of young girls in the city, many of whom pay their first visit to the library as a result. Organizing as well as addressing groups may come within the province of the librarian who works with young people. "Book Forums" in one community introduce an increasing number of young people to plays, novels and other books they may enjoy.

School department librarians in public libraries may have various titles and their work may be organized in different ways, but their chief function is to serve students and teachers in the city's schools—public, parochial and private.

Positions in this field may include supervising librarian of the department of work with schools; assistant librarian in the same department, school librarian in an elementary, junior, or senior high school library administered by the public library, or head of a special room for teachers. In a library even as large as Rochester the work with schools may be headed by the supervisor of work with children. In many cities, the board of education employs all, or some of the librarians working in the schools. In the latter instance the board cooperates with the public library in the provision of school library service.

As you will find a separate chapter entitled "With Boys and Girls in School" (see pages 40-50), only the work of one supervisor and head of a teachers' room will be mentioned here.

In the Chicago Public Library the school library supervisor has, as one of her chief duties, the selection and placement of librarians in high school libraries. The Board of Education pays the salaries of these librarians but they work under the direction of the supervisor who selects them. It is her responsibility to place in a technical school a librarian who enjoys that type of service and is especially equipped to give it. She seeks for a school of the progressive or experimental type a librarian who likes new methods and new ways of working with boys and girls and with the curriculum. For a school serving all girls, or all

boys, she tries to find someone who prefers working just with girls, or with boys, as the case may be. She also tries to place librarians who like working with poor children, or those who prefer children from homes with more advantages, in schools where their young patrons will give them congenial surroundings.

Teacher-librarians in the elementary schools in Chicago work under the supervision of the librarian of the Board of Education who also has responsibility for their training. Books for elementary or high school libraries may be purchased by the Board of Education or the public library, depending on the use to be made of them. In 1941 Chicago's school library supervisor bought about \$35,000 worth of books to lend boys and girls in elementary schools alone. Children in more than 300 elementary schools enjoyed these books through school libraries or classroom collections provided for them. Books for high school libraries were cataloged under the school library supervisor's direction.

In relations with the Board of Education, the school library supervisor serves as ambassador and advocate for libraries in general and for school libraries especially. In Chicago, the supervisor visits 54 high school libraries twice a year and holds semimonthly meetings with all high school librarians to discuss book selection and administrative problems. Committees of high school librarians assist not only in deciding on book purchases but in formulating policies of school library administration.

For teachers, the Chicago library maintains a teachers' room at the main library. Here more than 60,000 volumes were consulted by teachers and older students who came to the room seeking aid with special problems last year. The school library supervisor and her assistants have charge of this room and buy for it the latest books, periodicals and pamphlets in the field of education. In Cleveland a similar room is maintained by the public library at the headquarters of the board of education. The Chicago Board of Education maintains a library in charge of the librarian who also supervises elementary school libraries of the city. This library is for the especial use of the schools' administrative staff of more than 40 people including the superintendent, assistant superintendents and supervisors. The librarian also gives constant service to a large and active curriculum staff working with the city's 11,000 teachers.

Working with the school library supervisor in the Chicago Public Library are 7 professional associates and 14 clerical workers concerned entirely with service to schools. In Cleveland, the head of work with

schools has, in addition to other associates, 3 assistant supervisors in charge of senior, junior, and elementary school libraries respectively.

Because of constant work with school leaders and their interests, a school library supervisor should have a major in education if possible or at least special courses in education while she is in college. A year or two of teaching is also a valuable asset if this experience can be managed. The qualifications for librarians serving schools through the public library are in general the same as those for school librarians employed by the public schools. (See pages 49-50).

Junior and senior library assistants in a public library often work in more than one department or assist with more than one type of work. More and more large libraries, like Pittsburgh, provide in-service training for members of the staff, which makes them familiar with the work of the whole library and offers them also a chance for self-development. If an assistant is to rise to the position of an executive he must be able to organize, know his organization thoroughly, and guide and work with many types of associates. As a young assistant goes from registering new borrowers to lending books, or answering reference questions, he has an invaluable opportunity to lay groundwork for his career.

A hint which a railroad president once gave a young librarian seems worth passing on to young people for whom this is written. This man rose from a minor position in a New York bank to his position as head of a railroad in surprisingly few years. A contributing factor to his early advancement, he believes, was his willingness to assume duties which more experienced office workers found irksome. By doing the work with which they had become so familiar that they were glad to pass it on to a newcomer, he learned some of the duties associated with a higher position and was ready to do them effectively when promotion placed them before him.

If a young assistant will strive for perspective in his work, will endeavor to see where and how he can further progress in library service without too close regard for what he personally will get out of it, and will study to fit himself for advancement, he is very apt to make personal progress. He will also find it an advantage to take wise guidance willingly and seek to profit by advice that is given him.

In our opinion, a young college graduate who enters the library field is undertaking one of the most rewarding careers he can choose if he has the aptitudes and qualifications we have outlined. Disadvantages of the work are that salaries need to be raised and that working hours are irregular. The fact that evening work is required in most public

libraries—sometimes as often as three nights a week—is regarded as a disadvantage by some and as a decided advantage by others. The point of view depends on the use one plans to make of the free morning he has when he is scheduled to work in the evening. Advantages of the work are that conditions under which you work are usually healthful and comfortable and in some cases, unusually attractive. Constant contact with books and current thought is stimulating, and contacts with people are broadening. Security in your position is apt to be assured if you are conscientious in what you do, cooperative with other staff members, and ambitious to do your work well.

It is difficult to make a general statement about public library salaries because of the multiplicity of positions with the wide range of responsibility which each demands. They vary from library to library according to local conditions and tend to be higher in cities than in rural communities. Public library statistics including salaries are published annually in the *A.L.A. Bulletin*. If your local library does not have the statistics issue of the *Bulletin* you may purchase it by sending 25c in stamps to the American Library Association, 520 North Michigan Avenue, Chicago. The following chart gives a brief summary of public library salaries in effect November 1, 1941.

PUBLIC LIBRARY SALARIES

In Effect November 1, 1941

		Chief Librarian	Assistant Chief Librarian	Department Heads ¹		Branch and Subbranch Librarians ¹		Professional Assistants ²	
		Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Serving									
More than 200,000 Population	High	11,700	8400	3400	4100	2520	3800	1824	3500
	Median	6000	3000	2020	2790	1534	2000	1200	1880
	Low	2880	2100	1020	1524	900	1044	900	1224
Serving									
100,000-199,999 Population	High	6500	3150	2400	2600	2220	2220	1500	2200
	Median	3600	2340	1560	2100	1380	1690	1200	1500
	Low	2160	1620	1080	1288	600	900	840	1140
Serving									
35,000-99,999 Population	High	5324	3100	2700	3040	2410	2800	1800	2280
	Median	3300	2250	1620	1935	1500	1620	1260	1600
	Low	1980	1440	780	1020	1020	1020	900	1150
Serving									
10,000-34,999 Population	High	4400	2220	2200	2220	2160	.	1620	1620
	Median	2100	1500	1620	1700	1250		1140	1380
	Low	1030	800	870	1200	720		600	1100

¹ Where only one salary is shown for any one classification it is included in the minimum column.

² Excludes department heads, first assistants in departments, divisions, and branches, catalogers, and children's librarians; where only one salary is shown for any one classification it is included in the minimum column.

For a list of library schools accredited by the A.L.A., as of 1942, see pages 87-97. Since changes in this list are made from time to time, consult the A.L.A. Board of Education for Librarianship at the address given above for current information. Consult it also about scholarships and fellowships.



The Outlook for the Future

A VOCATIONAL guidance counselor once said that he had never known "a job with a future." The future, he added, depended on the person who held the job.

The future of libraries in the United States or in the Americas is something we are not foolhardy enough to prophesy. We predict with confidence, however, that it will depend in large measure on leaders in the library profession.

What we can attempt—with the aid of trained observers of present conditions in American life—is to point out some human needs to be met which concern librarians today and which, we believe, will increasingly call for library action in the future.

Helping to train and retrain men for jobs is a vital part of library service in any industrial democracy. In normal times men need training to use machines and retraining when newer machines, or other factors, force them to go from one job to another. In wartime, and in the days of reconstruction to follow, there is a stupendous task facing all leaders concerned with workers and their education. The director of Science Research Associates estimated in 1942 that at least half of America's labor force of 53 million men and women would be engaged in war work or in the armed forces before the war was over. Switching these people to peace time occupations without a disastrous period of unemployment is a job which can be done, in his opinion, but it will require the best brains and ability in the country to do it. Libraries are, of course, only one of the agencies which are challenged by the task. It is one involving schools, universities, civic groups and every agency concerned with vocational education. Libraries, however, have played a significant part in helping men and women to adjust to new working

conditions in the past. They should play an important role in helping to make these critical readjustments in the future.

The lack of libraries in rural areas which we mentioned in Chapter 2 may seem a matter of concern only to farms and their families. Observers believe, however, it will increasingly affect city people and the nation as a whole. Present trends in population show that our future citizens are coming from the parts of the country which now offer them least in schools and libraries. Moreover, approximately 5 million people—the majority of them with families—migrate from farm to city, from city to farm, or from one part of the country to another annually. The search for work, resulting in large part from seasonal jobs, is the chief cause of this movement. Far more than the workers themselves are affected by it, however. The arresting fact about the situation is that between one and two million American children are growing up to be nomads. Nomadic life may be alluring as a brief adventure, but when it means—as it does with most migratory families—wretched housing, unhealthful surroundings, and lack of education for future citizens, it becomes a matter for aroused public opinion and action. Mobile schools, we understand, are already one answer to this problem which seems to be working effectively. Mobile libraries, financed from state or federal funds, perhaps may be another.

Education for jobs promises to be one of the big factors to reckon with in library service of the future, but it is only one of many. Edward Bok owed much to the American public library for the inspiration it



Discussing Industrial Statesmanship in a Branch Library

gave him in many ways, but when it came to education for citizenship he noted that the library failed him. Librarians long ago recognized this defect in their early services and took prompt steps to remedy it. Today they regard their service to voters as one of their vital functions. With only one-third of the American people with adequate library service, however, we have much to do before we can talk about an educated and intelligent electorate.

If you think that we are assigning too important a place to libraries in this matter of civic and social education, we suggest you get Louis Round Wilson's *Geography of Reading* and look at some of his findings. The book was published in 1938 and many of the figures are, of course, out of date, but current reports to the American Library Association indicate that the general picture remains the same. Where a good public library exists, the same community is apt to have a generous supply of daily newspapers and magazines, and may also have good bookstores. Where there are no public libraries, or very poor ones, there are likely to be few other sources of reading. Newspapers and magazines people get from various sources even in a community with a library. Experimental studies show, however, that for most of their books, readers turn to the public library. For perspective and for unbiased information on public questions, the type of reading which a library provides is basic.

Leisure in wartime or in peace times presents different situations, but they both concern the library. In wartime, longer working hours reduce people's hours of leisure. The demand for workers also keeps at work, or returns to jobs, men and women who would normally be retired. Idleness in wartime is less a matter of public concern because there is so much of it, than because wise and wholesome use of it—by both adults and children—is a conserving factor that is important.

In peace time the creative possibilities of leisure are apt to increase in significance. This is especially true since progress in public health enables human beings to live longer. Fifty years ago a white child born in the United States had a life expectancy of forty-five years. Today control of disease, improvements in public sanitation, better nutrition, and other advances, have increased that expectancy to sixty-five.

If after the war working hours should again be reduced and the retirement age should be lowered as part of the national effort to prevent unemployment, the amount of idleness in the country might assume excessive proportions. If young and old could be encouraged to use these idle hours not simply for pastimes or to conserve their energies, but to make increasingly creative use of their individual gifts and

abilities, the effect in the arts and in the field of public service might be beyond all present expectations.

Human relationships offer, perhaps, the greatest field in which libraries have operated in the past and in which, we believe, they will increasingly operate in the future. To begin on the lowest level, through their always popular books on etiquette and applied psychology, libraries have undoubtedly promoted good manners—a basic element of considerate conduct between one human being and another. We believe they have done much, through their books, discussion groups and, above all, the administration of the American public library, to translate democratic theory into accepted, everyday practice. Negroes would agree with us, we think, that in spite of difficulties and setbacks, libraries have been a significant factor in promoting better understanding between the races.

In the international field, we believe they are one of the few areas in which sparks of genuine understanding and good will are kept alive during a world conflict. As evidence of this we quote from a notable address which Milton Lord, director of the Boston Public Library, gave before the American Library Association in June, 1942. Speaking on postwar relationships between nations, he said in part:

“Nationalism is certainly not a fact in nature. There is no such thing as a French cloud or American capillary action. An American soldier wounded on the battlefield in the Far East owes his life to the Japanese scientist Kitasato, who isolated the bacillus of tetanus. A Russian soldier saved by a blood transfusion is indebted to Laudsteiner, an Austrian. A German soldier is shielded from typhoid fever with the help of a Russian Metchnikoff. A Dutch marine in the East Indies is protected from malaria because of the experiments of an Italian Grassi. A British aviator in North Africa escapes death from surgical infection because a Frenchman (Pasteur) and a German (Koch) elaborated a new technique.

“Certainly we must face and recognize the need of a respect for the cultural accomplishments of other peoples as well as of ourselves.”

Whether librarians and their resources can play a *major* role in helping to free men from the fears, hatreds and mistrusts which are dominating the world today, remains, of course, to be seen.

Last, but by no means least in this enumeration of human needs as they concern libraries—and librarians—of the future, the need of human beings for beauty in the midst of ugliness, for laughter when days are grim, for courage, inspiration, and all the other intangibles which men must have if life is to be lived valiantly and well regardless of circum-

stance—all these will challenge American libraries in the future as they have in the past and, we believe, librarians and their resources will again and again respond to the challenge as they have done countless times throughout their history.

Economic pressure will admittedly be a powerful factor in a postwar world struggling with reconstruction. Can librarians hope to combat this pressure and meet these needs we have been mentioning? The National Resources Planning Board apparently believe they not only can but will. At the request of the board, the A.L.A. has prepared standards for postwar library development and expects to prepare a broad plan for nation-wide library service.

State and federal aid for libraries will be essential in the opinion of most library leaders, before far-reaching advances in library service can be made. Parts of the country which now lack libraries also lack the local ability to provide them with adequate support. The minimum of state and federal control must of course be assured in connection with such grants. In the college and agricultural extension fields, however, federal grants have made for progress, and library leaders are convinced they will with libraries.

Another essential of progress, as we see it, will be the growth of intelligent research in the fields of reading needs and of effective ways of meeting them. Librarians and students engaged in research have begun to study library conditions and needs and to analyze techniques in terms of what they are supposed to accomplish. Efforts in these fields are in their infancy, however, and will have to go far beyond what they have achieved in the past before we can convincingly prove that library service is a science.

A last essential, in our opinion, will be a marked improvement in the field of public relations for libraries. Much that libraries offer today does not have the use or support that it would if it were more clearly understood by potential users and taxpayers. A perceptible increase in use and in funds provided for library service have repeatedly followed improvements in public relations.

All of these advances in library work will mean pioneering in untried fields as well as building on work which has proved successful. Fortunately the pioneering spirit has characterized librarians as well as other types of Americans. Fortunately, also, Americans have faith in libraries and in their educational possibilities. If you want to set new frontiers for a profession which has been, and we believe, will be a powerful creative factor in American life, the library profession is open to you.

APPENDIX ONE

Accredited Library Schools

LIBRARY SCHOOLS are accredited and classified by the Board of Education for Librarianship of the American Library Association in accordance with the Minimum Requirements for Library Schools adopted by the A.L.A. Council. As defined in the Minimum Requirements the term "library school" is used to designate an agency that gives in a single academic year at least one coordinated professional curriculum in library science.

The classification of library schools as Type I, Type II or Type III neither includes nor implies a comparative rating or grading of the schools.

Type I comprises library schools which require at least a bachelor's degree for admission to the first full academic year of library science, and/or which give advanced professional training beyond the first year.

Type II consists of library schools which give only the first full academic year of library science, requiring four years of appropriate college work for admission.

Type III consists of library schools which give only the first full academic year of library science, not requiring four years of college work for admission.

The prospective student should examine carefully the catalogs of library schools in order to determine the curriculum best suited to his interests. He is also advised to consult the library school directors in regard to specialization, opportunities for placement and other details, particularly living costs, fees and other expenses. As this list is being compiled all expenses, as well as schedules of the institutions, are subject to change.

The accredited library schools are listed geographically with their dates of establishment and classification. Information on *accredited* curricula only, obtained from catalog statements, follows:

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
EASTERN STATES					
DISTRICT OF COLUMBIA Catholic University of America, Department of Library Science (Washington) (1938)	II	Preparation for Catholic elementary and secondary schools, for colleges and universities, and to provide a foundation for further specialization in library work B.S. in L S	Bachelor's degree from accredited college or ordination to the priesthood; reading knowledge of French or German	Yes	None
MASSACHUSETTS					
Simmons College (for women), School of Library Science (Boston) (1902)	II and III	Preparation for all fields of library service with specialization in public library service, library service to boys and girls, technical processes, and special library service B S., diploma to those who have already received a degree from Simmons College	College graduation or three years college; reading knowledge of French and German strongly advised; knowledge of Latin important	Yes	Scholarships and loan funds
NEW JERSEY					
New Jersey College for Women, Library School (New Brunswick) (1927)	III	Preparation for all fields of library service A.B., or B.Sc. for college graduates	Three years college, reading knowledge of French and German	No	Scholarships and loan funds

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
NEW YORK					
New York State College for Teachers, Department of Librarianship (Albany) (1926)	III	Preparation for school library service B.S. (in Librarianship)	Approved bachelor's degree from accredited college; completion of requirements for secondary school teacher's certificate in New York State	Yes	Scholarships
Columbia University, School of Library Service (New York) (1887)	I	<i>First year</i> Preparation for all fields of library service B S <i>Second year</i> Advanced graduate instruction in the fields of the student's special interest M S	Approved bachelor's degree from recognized college or university, reading knowledge of French or German	Yes	Fellowships, scholarships and loan funds
Pratt Institute, Library School (Brooklyn) (1890)	II	Preparation for all fields of library service B L.S., certificate for those who do not meet formal entrance requirements	Graduation from approved college, reading knowledge of two foreign languages Entrance examination for those who are not college graduates	Yes	Scholarships and loan fund

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
NEW YORK (Cont.) Syracuse University, School of Library Science (Syracuse) (1908)	II	Preparation for all fields of library service, with special programs in work with adults in public or college libraries, or with young people in school libraries or children's work in public libraries B.S.	Bachelor's degree from approved college or university; reading knowledge of French or German	Yes	Grants-in-aid and loan funds
PENNSYLVANIA Drexel Institute of Technology, School Library Science (Philadelphia) (1891)	II	Preparation for all fields of library work B.S. in L.S.	Bachelor's degree from an approved college or university; reading knowledge of French or German	No	Scholarships and loan funds
Carnegie Institute of Technology, Carnegie Library School (Pittsburgh) (1901)	II	Preparation for general library work, library work with children, and high school library work B.S. in L.S.	Bachelor's degree from accredited college; reading knowledge of French, German or Spanish. For curriculum in High School Library Work, at least 6 semester hours in Education in addition to practice teaching	No	Scholarships and loan funds
MIDDLE WESTERN STATES ILLINOIS University of Chicago, Graduate Library School (Chicago) (1928)	I	Instruction on a graduate basis in special phases of	Approved bachelor's degree or its equivalent, year of	Yes	Fellowships and

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum; degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
ILLINOIS (Con't)					
University of Illinois, Library School (Urbana) (1893)	I	library science, training for the teaching of library subjects, training in methods of investigating problems within the field, organizing and conducting investigations in library and other related fields, and publishing the results of such investigations	training in a library school, year of library experience, reading knowledge of French or German, and evidence or promise of ability sufficient to meet the requirements for admission to candidacy for the doctor's degree		scholarships
		M.A.; Ph. D. <i>First year</i> Preparation for all fields of library service B.S. in L.S.	Bachelor's degree from approved college or university; reading knowledge of French and German advised	Yes	Scholarship and loan fund
		<i>Second year</i> Preparation for more responsible and exacting positions as librarians A.M. in L.S. or M.S. in L.S.	Bachelor's degree and degree B.S. in L.S. or its equivalent, approved experience, reading knowledge of two modern foreign languages including French or German		
Rosary College (for women), Department of Library Science (River Forest) (1930)	III	Preparation for general library service with emphasis on service in Catholic high schools and colleges	Three years of college or bachelor's degree from approved college or university, French, German and	Yes	Scholarships

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
ILLINOIS (Con't)					
KANSAS Kansas State Teachers College of Emporia, Library School (Emporia) (1928)	III	B.A., B.A. in L.S. for col- lege graduates	Latin recommended; 15 semester hours in Educa- tion for students preparing for service in high schools		
		Preparation for school li- brary service B.S. in Education plus cer- tificate, certificate for col- lege graduates	Three years of approved col- lege work including knowl- edge of one or more foreign languages	No	Loan funds
MICHIGAN					
University of Michigan, De- partment of Library Science (Ann Arbor) (1926)	I	<i>First year</i> Preparation for librarians of small public libraries and assistants in larger libraries A.B. in L.S.	Bachelor's degree from an approved college or univer- sity; reading knowledge of French and German	Yes	Scholarships
		<i>Second Year</i> Preparation for more ad- vanced positions in college, university, public and ref- erence libraries A.M. in L.S.	Bachelor's degree from ap- proved college or univer- sity, reading knowledge of French and German; one year of study at an accred- ited library school		

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
MINNESOTA					
University of Minnesota, Division of Library Instruction (Minneapolis) (1928)	III	Preparation for all fields of library service in College of Science, Literature and the Arts, for school library service in College of Education, special course in hospital librarianship B S, certificate for college graduates	Three years of approved college work	Selected courses only	
College of St Catherine (for women), Department of Library Science (St Paul) (1929)	III	Preparation for all fields of library service B A. or B S, B S in L S for college graduates	Three years of approved college work, reading knowledge of French or German	No	Scholarships and loans
OHIO					
Western Reserve University, School of Library Science (Cleveland) (1904)	II	Preparation for general library service, library work with high schools, and with young peoples' departments and with children B.S. in L.S.	Bachelor's degree from approved college, reading knowledge of two modern foreign languages	Yes	Scholarships and loan funds
OKLAHOMA					
University of Oklahoma, School of Library Science (Norman) (1929)	III	Preparation for all fields of library service B A in L S	Bachelor's degree from approved college or university, reading knowledge of French and German recommended	No	

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
WISCONSIN					
University of Wisconsin, Library School (Madison) (1906)	II	Preparation for all fields of library service, emphasis on small and medium sized public libraries B.L.S.	Bachelor's degree from approved college or university, reading knowledge of French or German	No	Loan fund
SOUTHERN STATES					
GEORGIA					
Emory University, Library School (Emory University) (1905)	II	Preparation for all fields of library service B.A. in L.S.	Bachelor's degree from an approved college or university; French, German or Spanish advised	Yes	Scholarship and loan funds
KENTUCKY					
University of Kentucky, Department of Library Science (Lexington) (1933)	III	Preparation for school and college library service A.B. or B.S., B.S. in L.S. for college graduates	Three years of approved college work	Yes	
LOUISIANA					
Louisiana State University, Library School (Baton Rouge) (1931)	II	Preparation for all fields of library work with special emphasis on school libraries, county and regional libraries, and college and university libraries B.S. in L.S.	Bachelor's degree from approved college or university; German and French for work in college libraries and large public libraries; French or German for school and small public library positions; Spanish may be substituted for French in special cases	Yes	Fellowships and loan funds

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum; degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
NORTH CAROLINA					
University of North Carolina, School of Library Science (Chapel Hill) (1931)	II	Preparation for work in elementary and high school libraries, city, county and regional public libraries, and college and university libraries B.S. in L. S.	Bachelor's degree from accredited college or university; reading knowledge of two modern foreign languages	Yes	Scholarships and student loan funds
TENNESSEE					
George Peabody College for Teachers, Library School (Nashville) (1928)	II	Preparation for service in schools and colleges B.S. in L.S.	Bachelor's degree from approved college or university, including a minimum of 16 quarter hours in Education; reading knowledge of one modern foreign language, preferably French or German	Yes	Scholarships and loan funds
TEXAS					
Texas State College for Women, Department of Library Science (Denton) (1929)	III	Preparation for service in schools and colleges B.A.; B.S. in L.S. for college graduates	Three years of approved college work; one modern foreign language	Yes	Scholarships and loan funds
VIRGINIA					
College of William and Mary, Department of Library Science (Williamsburg) (1931)	III	Preparation for service in schools and colleges A.B.	Two years of approved college work for admission to integrated curriculum in Education and Library Science in junior and senior years; one modern foreign language	Yes	Scholarships and loan funds

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
WESTERN STATES					
CALIFORNIA					
University of California, School of Librarianship (Berkeley) (1919)	I	<i>First year</i> Preparation for all types of library service Certificate <i>Second year</i> Advanced preparation for all fields of library service M.A.	Full graduate standing in University of California; college year of each of two modern languages Full graduate standing in University of California; one year curriculum at Type I or Type II accredited library school; experience recommended	No	Loan fund
University of Southern California, Graduate School of Library Science (Los Angeles) (1936)	II	Preparation for all types of library service, with specialization in county and school library work B.S.	Bachelor's degree from approved institution; reading knowledge of French and German	Yes	Loan fund
COLORADO					
University of Denver, School of Librarianship (Denver) (1931)	III	Preparation for all fields of library work with specialization in library service for children and young people through both school and public libraries A.B. or B.S. plus diploma; B.S. in L.S. for college graduates	Three years of approved college work; one week of library experience; two modern languages, preferably French or German or in some cases Spanish, are advised	Yes	Scholarships and loan funds

<i>Library school</i>	<i>Type</i>	<i>Purpose of the curriculum, degree, certificate or diploma</i>	<i>Minimum entrance requirements¹</i>	<i>Curricula given in both regular year and summer sessions</i>	<i>Scholarships or loan funds</i>
WASHINGTON					
University of Washington, School of Librarianship (Seattle) (1911)	II	Preparation for general li- brary work, library work with children and school library work B.A. in Librarianship	Bachelor's degree from col- lege or university of good standing; one modern for- eign language; for positions in college, university or large public libraries, read- ing knowledge of both French and German	No	
CANADA					
ONTARIO					
University of Toronto, Ontario College of Education, Library School (Toronto) (1928)	II	Preparation for work with boys and girls, college and university libraries, school libraries and special libraries B.L.S.	Evidence of graduation from a university	No	Scholarship
QUEBEC					
McGill University, Library School (Montreal) (1927)	II	Preparation for all types of library service with special- ization in training for spe- cial libraries and for school and college libraries B.L.S.	Bachelor's degree from rec- ognized college or university	No	Scholarship

¹Reasonable facility in the use of the typewriter is required or assumed on the part of the student by most of the library schools

APPENDIX TWO

Other Library Training Agencies

IN ADDITION to library schools, there are programs in library science for teacher-librarians, elementary summer courses and training and apprentice classes. In none of these agencies is the program of instruction equivalent to that of a library school.

Many colleges and universities offer courses to enable teachers to meet the requirements for teacher-librarians which are enforced by state departments of education or regional accrediting associations. The programs vary from about six to twenty-four semester hours and are offered in both the regular year and summer sessions or in summer sessions only.

Summer courses for librarians and assistants in small public libraries are given in some colleges and by a few state library extension agencies. The instruction is elementary and may usually be completed in one summer.

A few large public libraries conduct training or apprentice classes to prepare local residents for positions, chiefly minor, in the library giving the course. Admission is usually limited to legal residents of the local city or county. The period of instruction ranges from a few weeks to eight or nine months.

APPENDIX THREE

Certification of Librarians— a Brief Summary

STATES WHICH are not included in the summary do not as yet provide for the certification of librarians either by law or by a voluntary plan. In many of these states, however, committees of the state library associations are actively at work on plans to secure legal certification.

Certification under state laws

Public Librarians serving in municipal, county and regional libraries are required by law to hold certificates in thirteen states: Georgia (minimum population served, 5000), Indiana, Kentucky (minimum population, 3000), Louisiana (except Parish of Orleans and City of New Orleans), Michigan, New York, North Carolina, Oklahoma (cities of first class only), South Carolina, Tennessee, Virginia (minimum population, 5000), Washington (minimum population, 4000) and Wisconsin (except Milwaukee). In six states the law applies only to *county libraries*: Arizona, Arkansas, California, Montana, Ohio and Texas. In Connecticut an act of the state legislature, 1939, authorized the Connecticut Public Library Committee to grant certificates but at present these are issued on a voluntary basis.

College and university librarians in institutions of higher education operated by or under the authority of the state are included in the public library certification laws of five states: Georgia, Kentucky, Tennessee, Virginia and Washington.

Voluntary certification

Librarians in thirteen states are granted certificates by state library associations under a voluntary plan: California, Connecticut (under

act of legislature, 1939) , Illinois, Iowa, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, Pennsylvania and South Dakota.

Certification by state departments of education

School librarians are required to hold certificates issued by state departments of education in the District of Columbia and thirty-one states: Alabama, California, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Utah, Virginia, Washington, West Virginia, Wisconsin and Wyoming. In Oklahoma certificates are issued by the State Board of Library Examiners.

APPENDIX FOUR

Library Organizations and Periodicals

AMERICAN LIBRARY ASSOCIATION, 520 North Michigan Ave., Chicago, Illinois.

Founded in 1876, the A.L.A. is the oldest and largest library association in the world. One of its chief objectives is complete and adequate library coverage for the United States and Canada.

Publications of the Association form a valuable part of its services and include the *A.L.A. Bulletin*, a monthly clearing house for current news, and *College and Research Libraries*, a quarterly for university, college, and reference librarians. The *Booklist*, *Hospital Book Guide*, and *Subscription Books Bulletin* are widely used buying guides published by the Association.

CATHOLIC LIBRARY ASSOCIATION, University of Scranton Library, Scranton, Pennsylvania.

Founded in 1921. Organized in 1922 as a section of the National Catholic Educational Association and reorganized as an independent association in 1931, its chief objective is the development and improvement of Catholic library service. Anyone interested in the purposes of the Association may become a member. Publishes *Catholic Library World*, a monthly.

SPECIAL LIBRARIES ASSOCIATION, 31 East 10th Street, New York, New York.

Founded in 1909 to develop the usefulness and efficiency of special libraries and other research organizations. Anyone engaged in, or interested in library, statistical, or research work may become a member. *Special Libraries*, a monthly published by the Association, contains

authoritative articles on progress among special libraries, and serves as a clearing house for news and comment in this field.

In addition to the above associations, there are more than a dozen national organizations and over a hundred state, provincial, and regional organizations of libraries, library trustees, and others interested in libraries.

National library periodicals include, in addition to those mentioned above and a few other specialized publications, the *Library Journal*, the oldest magazine in the profession; *Library Quarterly*, a scholarly journal of investigation and discussion; and *Wilson Library Bulletin*, a popular monthly especially valuable to small libraries, school libraries, and library assistants. Many state, regional and provincial organizations, and some large libraries, issue monthly or quarterly publications.

APPENDIX FIVE

Bibliography

WITH THE exception of *Equal Chance* and Miss Buest's pamphlet, the books listed below will appeal more to college than to high school students. *Equal Chance* and *Professional Library Education* should appeal to both.

For young people in high school, *Library Workers*, by Alice V. Keliher, ed., (Harper, 1940) and *Treasure Shelves*, by Lucile F. Fargo (Row, Peterson, 1941) are readable, well illustrated and very brief introductions to library work not necessarily administrative in type. Three career stories for high school girls are *Marian-Martha*, by Lucile F. Fargo (Dodd, 1936), *Books on Wheels*, by Mary R. Lingenfelter (Funk and Wagnalls, 1938) and *Bright Heritage*, by Mary V. Provines (Longmans, 1939).

Nation-wide Library Service

Equal Chance. American Library Association. 1943.

A readable booklet which enables one to see at a glance where his state ranks in library service. Amplifies the chapter in this book "In the Americas Today."

Professional Library Education. Nora E. Beust, Superintendent of Documents, 1938.

An introduction to public library service and also to college and university libraries and the work of state library commissions. Now out of print but many schools and public libraries have copies.

Urban and Rural Libraries

The American Public Library and the Diffusion of Knowledge. William S. Learned. Harcourt, 1924.

Although this book is out of print, it is included because it is

one of the best introductions to public library service one can read. Countrywide Library Service. Ethel M. Fair. American Library Association. 1934.

A forward look at methods of making books available over wide areas, especially for rural residents.

Portrait of a Library. Margery C. Quigley and William E. Marcus. Appleton-Century, 1936.

Designed to introduce students of library work, trustees and others to the administrative work of a progressive public library. The Public Library—A People's University. Alvin Johnson. American Association for Adult Education, 1938.

As the title suggests, this small book deals especially with the significance of the public library in relation to the education of adults.

Rural America Reads. Marion Humble. American Association for Adult Education, 1938.

In the same series as Johnson's *The Public Library—A People's University*, and equally worth reading by anyone interested in service to rural people.

School Libraries

"Our Library." Phyllis R. Fenner. John Day, 1942.

A delightful introduction to school library service written by a school librarian at Manhasset, Long Island.

Teacher-Librarian's Handbook. Mary Peacock Douglas. American Library Association, 1941.

The state school library supervisor of North Carolina has written this popular *Handbook* for librarians in small school libraries which in the Introduction includes standards and a philosophy for school libraries with which anyone entering the school library field should be familiar.

Special Libraries

Special Librarianship as a Career. Ruth Savord. Institute of Women's Professional Relations. Connecticut College, New London, Connecticut, 1942.

A pamphlet which gives women interested in the special library field much valuable advice in a few pages.

The Special Library Profession and What It Offers. Marian C. Manley. Special Libraries Association. 1938.

Covers very briefly a wide variety of special libraries not included in this book. May be supplemented by *Hospital Libraries*, by E. Kathleen Jones (American Library Association, 1939), or *Public Administration Libraries* (Public Administration Service, Chicago, Illinois, 1941, Chapter I, "Types of Libraries") by anyone interested in those fields.

THE AMERICAN LIBRARY ASSOCIATION, established in 1876, is an organization of libraries, librarians, library trustees and others interested in the responsibilities of libraries in the educational, social and cultural needs of society. It is affiliated with more than fifty other library associations in this country and abroad. It works closely with many organizations concerned with education, recreation, research, and public service. Its activities are carried on by a headquarters staff, voluntary boards and committees, and by divisions, sections, and round tables, all interested in various aspects or types of library service. Its program includes information and advisory services, personnel service, field work, annual and midwinter conferences, and the publication—not for profit—of numerous professional books, pamphlets and periodicals.

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